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ABSTRACT

Designed for use with severely handicapped individuals (ages 6-21), the Curriculum Development Process for Oral Communication yields an individualized, functional, longitudinal curriculum for oral communication. It is an objective system for analyzing environmental conditions which are important for oral expressive and receptive communication development. The process was field-tested with 11 severely to profoundly handicapped students (ages 9-21) who lacked basic self-help skills and who used oral language as their primary mode of communication. The curriculum contains three major phases. In Phase 1, the Environmental Communication Survey instrument is used to obtain receptive and expressive communication items from both current and future environments through interviews with parents/caregivers and teachers. These communication items are subjected to a detailed prioritization process (Phase 2) which establishes a hierarchy. Assessment of these items (Phase 3) is performed through systematic observation of the activity in which the priority communication item occurs. Assessment data are used as an accuracy check, as an aid in determining intervention methodology, and to detect problems with such communication-related variables as eye contact, loudness, and intelligibility. Numerous detailed samples of survey and recording forms are provided at each step of the process and in attached appendices. (JW)

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# CURRICULUM DEVELOPMENT PROCESS FOR ORAL COMMUNICATION IN SCHOOL-AGED PERSONS WHO ARE SEVERELY HANDICAPPED

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# ABSTRACT

This paper describes The Curriculum Development Process for Oral Communication. This process focuses on an environmental approach which yields an individualized, functional, longitudinal curriculum for oral communication. Developed for school-aged (6-21 years of age) students who are severely/profoundly handicapped, this procedure enhances the student's ability to integrate into vocational, community, domestic and leisure-recreation domains. This federally funded project was field-tested on eleven students from four Albemarle County Community-Based Instruction Program(CBIP) classes. The curriculum contains three main components: (1) the survey instrument; (2) the prioritization process; and (3) the assessment. The instruments and method of field-testing are described. Inter-rater reliability was conducted by two project staff members. Mean percentiles for the survey instrument and prioritization (expressive and receptive communication) were 86%, 97%, and 94% respectively. A manual with step-by-step directions for developing an individualized curriculum in oral communication for individuals with severe handicaps can be found in the Appendix.

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The focus of educational programs for severely and profoundly handicapped students recently has been on preparation of students to function in least restrictive, natural post-school environments. Because this population characteristically learns slowly and has a high likelihood of sensory or behavioral deficits and physical limitations, a teacher must utilize instructional periods to the fullest extent. To achieve this, a functional curriculum must be determined for individual students. Brown, Branston, Hamre-Nietupski, Pumpian, Certo and Gruenwald (1979) have propsed that to devise functional curricula, surveys should be conducted to assess the student's current and future environments to identify priority skills in domestic, leisure-recreation, vocational and community domains. This approach for identifying objectives is referred to as a "top-down" approach to curriculum development as opposed to identifying instructional objectives from the "bottom-up", starting with skills normally performed by infants and proceeding to more advanced skills, as developmentalists purport. Several authors have expanded the notion of a top-down approach to include a means of systematically arranging and prioritizing skills for instruction (Freagon, 1983; Renzaglia & Aveno, 1983; and Voeltz, Evans, Derer & Hanashiro, 1982).

Because of the high incidence of communication deficits in persons with severe handicaps (Allaire & Miller, 1983), individualizing communication curricula is especially relevant. Faced with the complexity of language and the problems surrounding severely handicapped individuals, a teacher has an arduous task to select appropriate objectives which meet student's immediate and future needs.

Many authors addressing the subject of oral expressive and receptive communication for the severely handicapped have agreed on the need for utilizing a functional approach to programming. A functional approach to communication involves consideration of appropriateness of content, opportunities, frequency, and the settings in which interactions arise in a student's natural environments to establish the most immediate control of day-to-day situations. The logic supporting this premise stems from several different factors.

First of all, a functional approach to language skill building increases the likelihood that generalization will occur. Garcia (1974), for example, produced generalized conversational skills among two severely handicapped children by systematically training across different settings and with a different trainer in each setting. Further, Bricker (1983) suggested conducting communication training activities in appropriate settings to enhance generalization, for example, asking for juice during snack time.

Secondly, the literature suggests that one means of establishing appropriate language content is to conduct environmental inventories (Allaire & Miller, 1983; Carlson, 1981; and Certo & Kohl, 1984; Guess, 1980; Karlan & Lloyd, 1983;and Sailor, Guess, Goetz, Schuler, Utley & Baldwin, 1980). An important benefit from utilizing this process is the inclusion of family members and other significant people in the student's environment. There are many advantages in involving the family in the development of language programs. The members are given the chance to learn the particular communication system being used; they learn to recognize natural opportunities for training or reinforcing communication skills; and generalization and maintenance of the target skill will be intensified (Allaire & Miller, 1983).

Finally, the functionality of the response may have important facilitative effects upon learning. Saunders and Sailor (1979) trained three institutionalized retarded children two-choice discrimination tasks involving specific, nonspecific and variable reinforcement conditions. Results for all three subjects were more positive in specific reinforcement conditions in which a correct response resulted in an opportunity to interact with the discrimination choice. These results suggest that response-specific reinforcers facilitate discrimination. Janssen and Guess (1978) compared acquisition of receptive labels in four profoundly retarded subjects using standard reinforcement procedures and reinforcement for a correct response in addition to being shown the fuction of the object and being given the opportunity to perform it. The results demonstrated more rapid acquisition for those items trained in functional use.

The literature reviewed recommends a) the use of environmental inventories for selection of functional content, b) training in natural settings at appropriate times and c) including family members and other significant persons in program development. Considering these variables, The Curriculum Development Process for Oral Communication was developed.

## OVERVIEW

The Curriculum Development Process for Oral Communication was designed for school-aged individuals(6-21 years of age) with severe handicaps. Funded by a federal grant through the University of Virginia, validation of the process was done in conjunction with the four classes in the Albemarle County School system, the Community-Based Instructional Program(CBIP). The process focuses on an environmental approach which yields an individualized, functional, longitudinal curriculum for oral communication. Thus, the use of this procedure will improve the individual's ability to integrate successfully into vocational, community, domestic, and leisure-recreation domains.

Three main components comprise the curriculum: (1.) the survey instrument; (2.) the prioritization process; and (3.) the assessment. This systematic process commences by obtaining objectives from the individual's functional Individualized Educational Program(IEP), top-down curriculum, or a listing of the individual's daily routine. Hence, the Curriculum Development Process for Oral Communication can be employed in conjunction with the other curricula development processes or independent of other devices. Next, information is acquired by interviewing persons important in the routine life of a person with severe handicaps. The communication items resulting from this interview are subjected to a prioritization process which establishes a hierarchy of communication items. Finally, an assessment of these items provides additional information regarding intervention methodology.

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Insert Figure 1 about here

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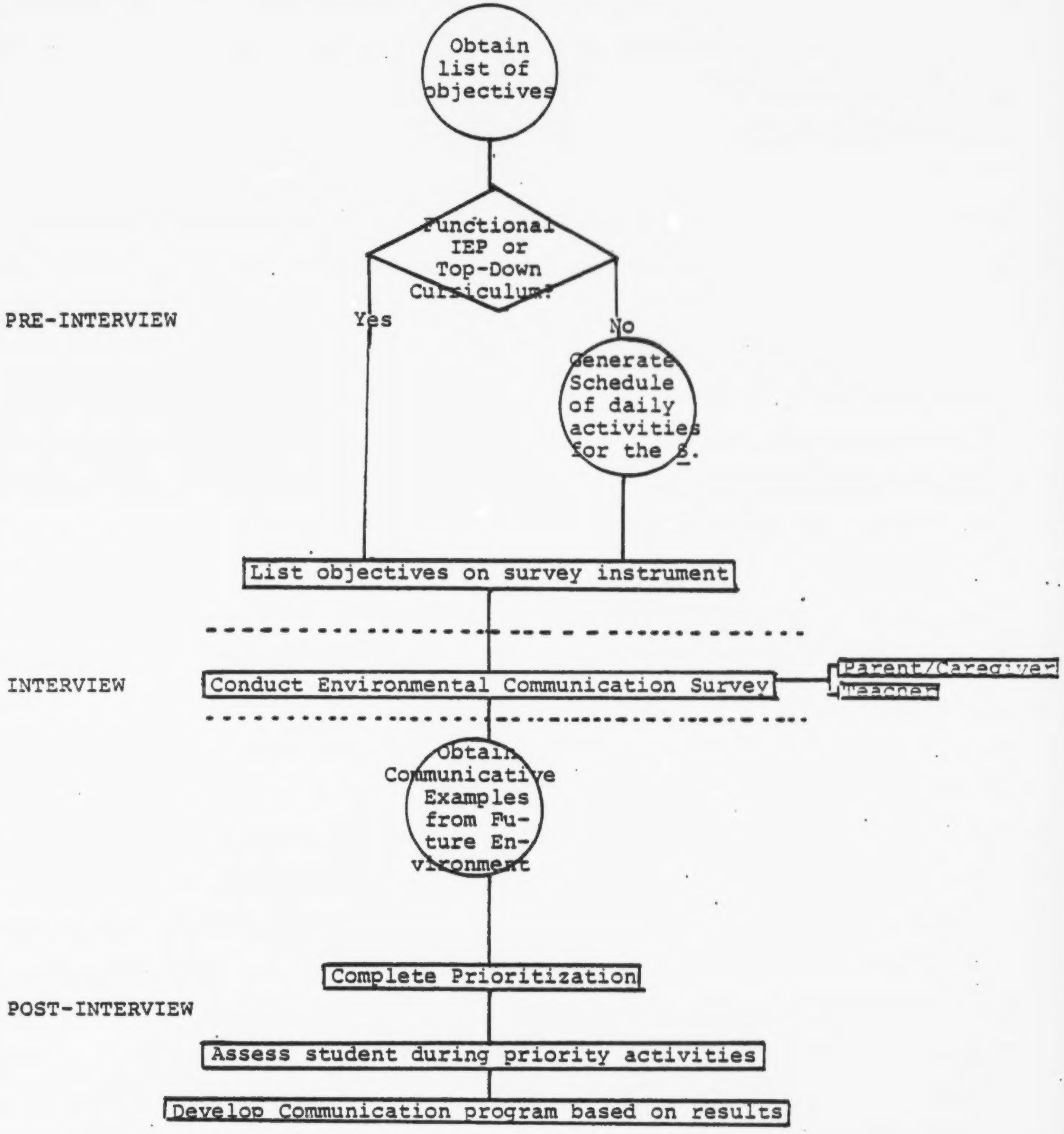
Figure 1 - Steps for completing The Curriculum Development Process for Oral Communication.


Obtain list of objectives
Functional IEP or Top-Down Curriculum?
PRE-INTERVIEW
Yes
No
Generate Schedule of daily activities for the S.
List objectives on survey instrument
INTERVIEW
Conduct Environmental Communication Survey
Parent/Caregiver
Teacher
Obtain Communicative Examples from Future Environment
Complete Prioritization
POST-INTERVIEW
Assess student during priority activities
Develop Communication program based on results

The Curriculum Development Process for Oral Communication enables one to design an oral communication curriculum tailored to the individual needs of a person with handicaps. This process involves an objective system of critically analyzing conditions which are important for both oral expressive and receptive communication development. By collecting communication information from current and future environments, the selection of functional and comprehensive oral communication items are ensured.

This curriculum development process is intended for use by one of a variety of professionals responsible for developing oral communication objectives for individuals with severe handicaps. Professionals include classroom teachers, speech pathologists, or staff members from community agencies.

Beneficiaries of this curricular approach are persons who have severe handicaps but who also have oral communication goals. For older persons with limited oral communication or multiple misarticulations, this process is useful in establishing functional communication items. For younger persons, this approach may be particularly advantageous in determining an initial vocabulary. A final group for whom this process may be appropriate are individuals for whom other techniques used to establish oral communication have been unsuccessful.

The frequency of conducting the curriculum development process is dependent on a variety of factors. When the individual has mastered the priority communication items to the point of spontaneous use in natural contexts, and may be generating novel utterances, it may not be necessary to repeat the process. When the individual has met criterion on the priority communication items, yet seems to require systematic intervention to extend their vocabulary, the curriculum development process may be repeated annually to obtain additional communication items. When the individual moves or changes residential placement or when there is a significant change in the daily routine or care procedures, the curriculum development process should be repeated.

It is not the purpose of this process to discern if oral communication should be a goal for the severely handicapped person. This decision should have been made previously. Further, methods to teach communication items are not part of this instrument. It is believed that a variety of data-based methods will be compatible with this curriculum development process. The projected outcome does include a hierarchy of oral expressive and receptive communication items and the most favorable conditions for teaching those items in the individual's environment.

## DESCRIPTION OF STUDENTS AND EDUCATIONAL PROGRAMS

The students included for participation in the project met the criteria for being identified as severely to profoundly handicapped. School psychologists determined that each individual was at least four standard deviations below the mean in intellectual functioning and adaptive behavior or was untestable due to extreme handicaps. In addition, each participant used oral language as their primary mode of communication.

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Insert Table 1 about here

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The students identified lacked basic self-help skills (e.g. eating, toileting, and dressing). Approximately thirty-three percent (33%) of the students were not toilet trained, had no dressing skills, and did not feed themselves independently.

Fifty percent (50%) had secondary handicaps such as cerebral palsy, visual impairment, and auditory impairment; twenty-seven percent had seizure disorders. Aberrant behaviors (e.g. self-abuse, self-stimulation, aggression, and noncompliance) were exhibited by the majority of students.

Thirty-six percent (36%) of the students received formal speech therapy and another twenty-seven percent (27%) of the students received communication training on a daily basis provided by classroom teachers. These programs included object identification and articulation objectives. Communication goals previously had been generated by traditional means. That is, they were selected from commercially available language programs or from objects arbitrarily selected as being relevant by the classroom teachers.

The four Albemarle County CBIP classes (two elementary, one middle school, and one high school) were located in chronologically age-respective regular public schools. The classes emphasized community instruction, with training in community-based sites increasing with the age of the student. Training

## TABLE 1
Biomedical/Demographic Information

| Name/Sex | Age | Seizures | Seriously Behaviorally Disordered | Severely Physically Handicapped | Hearing/ Visually Impaired | Communication Characteristics | Level of Mental Retardation | Medical Disability or Syndrome |
|---|---|---|---|---|---|---|---|---|
| Larry(M) | 9.2 | | | X | X | Sentences | Severe | Cerebral Palsy |
| Eric(M) | 9.11 | X | | X | | Words/phrases (Inappropriate) | Severe | Cerebral Palsy |
| Eddie(M) | 12.0 | | | | X | Sounds | Severe | Downs |
| Clayton(M) | 14.6 | | X | | | Sounds | Severe | |
| Chrissy(F) | 16.0 | | X | | X | Sentences (Echolalic) | Severe | |
| Theresa(F) | 19.1 | X | X | | X | Sentences (Inappropriate) | Profound | |
| Donna(F) | 19.6 | | | | X | Words/phrases Misarticulations | Severe | Downs |
| Wanda(F) | 19.10 | X | | | | Sentences Misarticulations | Severe | Brain damage |
| Mikel(M) | 20.9 | | | | X | Words/phrases Misarticulations | Profound | |
| Lisa(F) | 21.0 | | | | | Sentences (Inappropriate) | Profound | |
| Chris(M) | 21.4 | X | | | X | Sentences (Inappropriate) | Profound | |

materials consisted of those items found in the natural environment (e.g. instruction with real money, operation of real vending machines in sites that students frequent).

Systematic instructional technology with daily data collection and ongoing evaluation was practiced. A "top-down" curriculum development approach was utilized for the vocational, domestic, leisure-recreation, and community domains. The skills generated from these environmental analyses resulted in individual curricula which was functional, age-appropriate, and had long-term use.

Integration with nonhandicapped peers during and after school was emphasized. Students from CBIP classes ate, rode buses, and shared the halls, gym, and auditorium with nonhandicapped and students. Clubs and organizations serving handicapped and nonhandicapped students were attended after school hours.

Integrated therapy, in which therapeutic objectives were carried out by the classroom teacher throughout the day, was practiced. This resulted in ongoing therapy in natural contexts rather than short episodic therapy sessions. In this model, auxillary staff created objectives and acted as consultants to the classroom teacher.

Survey instruments were completed in the homes of all participants. Four interviews were conducted with a single natural parent, in four interviews both natural parents contributed information, two interviews were conducted with foster mothers, and one interview was conducted with an educator in a residential facility.

Eight interviews were recorded simultaneously by the principal project investigator, who was a graduate student in the Severe/Profound Handicap Program, and a project staff member, who was a graduate student in the Speech and Hearing Department. Two interviews were recorded by individual staff members, and one interview was recorded simultaneously by the senior staff member and a classroom teacher.

Prior to the interview, educational objectives were obtained from the student's classroom teacher. These objectives contained skills derived from environmental inventories, some of which were generated by the parent/caregiver. At any rate, the objectives had been agreed upon in the student's IEP and were therefore familiar to the interview respondent.

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Insert Figure 2 about here

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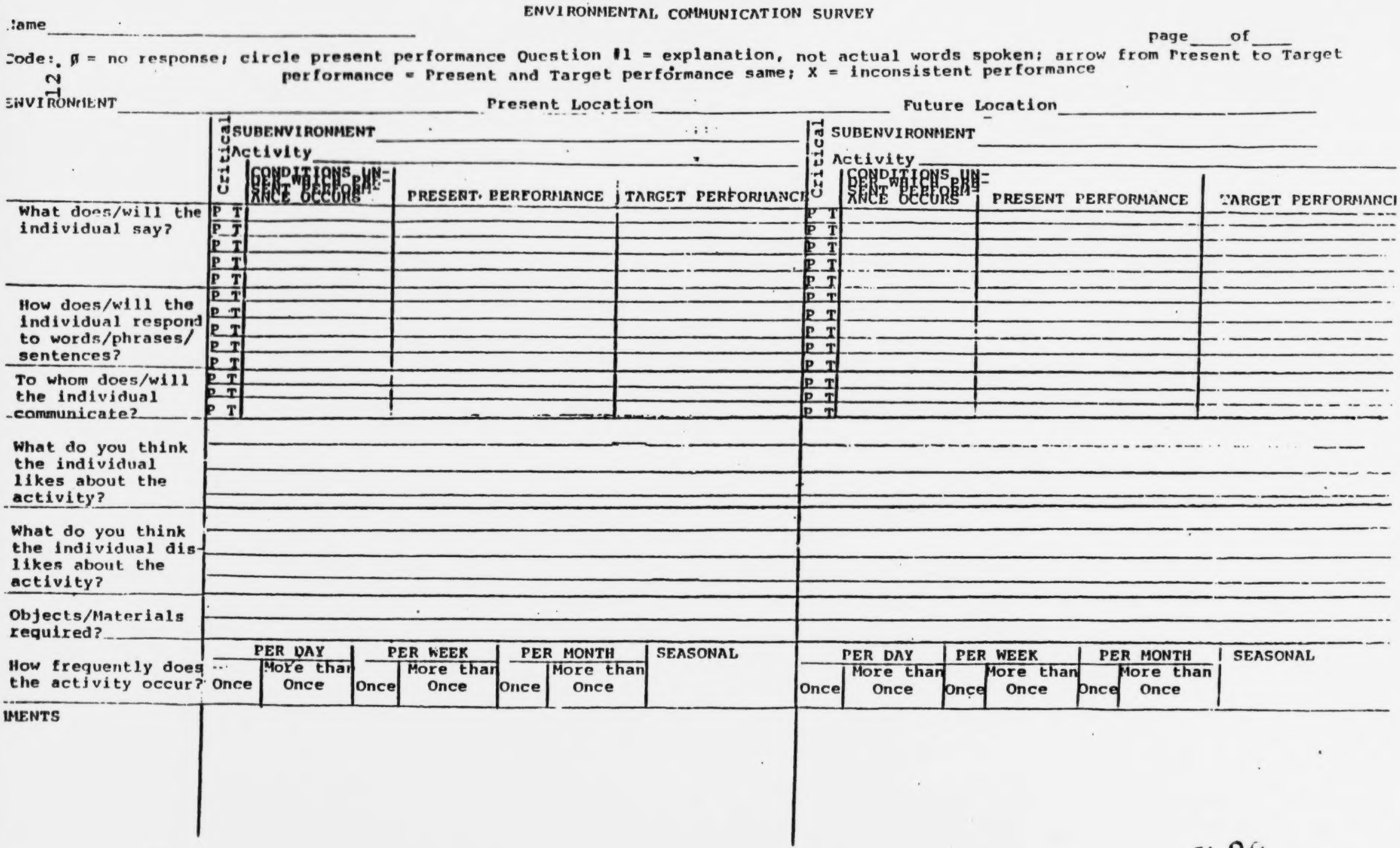
Each interview spanned approximately one hour and consisted of asking seven questions about the activities contained in the objectives. (See Figure 2 for questions addressed in the interview) Three of the questions required three parts to the answer; present performance, target performance, and if the

Figure 2. Example of Environmental Communication Survey recording form.



ENVIRONMENTAL COMMUNICATION SURVEY

Name ____________________

page ____ of ____

Code: Ø = no response; circle present performance Question #1 = explanation, not actual words spoken; arrow from Present to Target performance = Present and Target performance same; X = inconsistent performance

ENVIRONMENT ____________________ Present Location ____________________ Future Location ____________________

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Critical | SUBENVIRONMENT ______<br>Activity ______ | | | Critical | SUBENVIRONMENT ______<br>Activity ______ | | |
| | | CONDITIONS UNDER WHICH PERFORMANCE OCCURS | PRESENT PERFORMANCE | TARGET PERFORMANCE | | CONDITIONS UNDER WHICH PERFORMANCE OCCURS | PRESENT PERFORMANCE | TARGET PERFORMANCE |
| What does/will the individual say? | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| How does/will the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| To whom does/will the individual communicate? | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| What do you think the individual likes about the activity? | | | | | | | | |
| What do you think the individual dislikes about the activity? | | | | | | | | |
| Objects/Materials required? | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
| | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

MENTS

word/phrase/sentence was "critical" to know. Present performance referred to what the student was currently communicating and required a response which matched as closely as possible what the student did or said. Target performance referred to the anticipated word/phrase/sentence. The parent/caregiver was requested to use their best judgement to determine what the eventual utterance would be. "Critical" was defined as any word/phrase/sentence which the student absolutely had to know for health or safety reasons or that concerned the parent/caregiver most.

In a subsequent interview, the teacher's input was collected regarding important communicative items. Using the same interview form, three types of information were sought; (1) information about the student's school day; (2) information based on the teacher's knowledge of the individual or that the parent/caregiver overlooked; and (3) information which is "critical" for the student to learn.

After the parent/caregiver and teacher interviews were completed, prioritization was accomplished. Two project staff members jointly completed prioritization for three students to establish reliability. Thereafter, piroritizations were tabulated independent of the second staff person, and then exchanged to determine agreement.

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Insert Figure 3 about here

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Figure 3. Example of Prioritization recording form.

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name________________________

School Year___________________

EXPRESSIVE/RECEPTIVE (circle one)

| WORD/PHRASE SENTENCE | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | | | | | | | | | | | | | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | | | | | | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | | | | | | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | | | | | | | | | | | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | | | | | | | | | | | | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | | | | | | | | | | | | | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | | | | | | | | | | | | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | | | | | | | | | | | | | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | | | | | | | | | | | | | | | | |
| EXPRESSIVE ONLY:<br>12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | | | | | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 IS BLANK:<br>14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK:<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | | | | |

Top priority communication items were assessed for one activity for two students. The end of the school year prohibited more extensive use of the assessment instrument. The assessment was accomplished by a project staff member observing the activity in which the priority communication item occurred, and recording the opportunities to respond and actual reponses Additionally, deficiencies in communication-related factors (e.g. eye contact, intelligibility, loudness, etc.) were noted. Assessment data was seen as relevant for three reasons: (1) as an accuracy check of Present Performance information obtained in the Environmental Communication Survey; (2) as an aid in determining the methodology for intervention; and (3) to detect problems with communication-related variables.

Insert Figure 4 about here

Figure 4. Example of Environmental Communication Assessment recording form.

## ENVIRONMENTAL COMMUNICATION ASSESSMENT

Name ______________________

Trainer ______________________

Date ______________________

Duration of Observation: From ______ to ______

Activity ______________________

Communication between: Speaker 1 ______

Speaker 2 ______ Speaker 3 ______

Setting ______________________

Priority Responses

Expressive:

1. ______________________
2. ______________________

Receptive:

3. ______________________
4. ______________________

| | | | EXPRESSIVE | | | | | | | RECEPTIVE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OPPORTUNITIES TO RESPOND | PROMPT | INDIVIDUAL'S RESPONSE | Eye Contact | Loudness | Intelligible | Rate | Fluency | Distance from Speaker/listener | Other | Eye Contact | Distance from Speaker/listener | Adequate response Time | Other | COMMENTS |
| | | | | | | | | | | | | | | |
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Figure 4 (continued). Definitions used in conjunction with Environmental Communication Assessment.

ENVIRONMENTAL COMMUNICATION ASSESSMENT DEFINITIONS

ASSESSMENT VARIABLES:

EYE CONTACT - Refers to appropriately looking at the person communicating with while conversing. An inappropriate amount of eye contact would include staring, gazing, or looking down or away from the person communicating with, causing uneasiness and interfering with communication.

LOUDNESS - Refers to an easily heard, effortlessly produced voice pattern. Voice characteristics which indicate deviations in loudness include: too loud, too soft, or no fluctuation in loudness.

INTELLIGIBILITY - Refers to word pronounciation which is clear and comprehensible. Listener's appropriate response indicates that the word(s) was intelligible.

DISTANCE FROM PERSON COMMUNICATING WITH - Refers to a reasonable proximity to person communicating with so that the utterance is audible and social distance is maintained.

FLUENCY - Refers to pleasant, even, and controlled speech containing nonsignificant, natural amounts of repetitions, prolongations, and hesitations. Deviations in fluency include involuntary repetitions, prolongations and hesitations with possible accompanying facial or body distortions.

RATE - Refers to the speed with which an utterance is emitted. Deviations in rate include utterances spoken too fast, too slow, jerky, or monotonously, so as to detract from what is being spoken or impeding intelligibility.

ADEQUATE RESPONSE TIME - Refers to the length of time required for the individual to initiate a response to an utterance directed to him or her. The maximum response initiation should not exceed 10 seconds, but the minimum response time will be dependent on the nature of the directive. A directive relating to safety(e.g. STOP! NO!) should require less than 3 seconds. Other types of directives(e.g. Put on your shirt) may appropriately take the full 10 seconds to initiate. Completion of the task is not considered in Adequate Response Time.

# EVALUATION

## Interobserver Reliability

Interobserver reliability was determined for seven interviews. This was accomplished by two staff memebers who recorded parent/care-giver input simultaneously. For each student reliability was computed for individual questions contained in the instrument. Items were said to be agreed upon when the main idea was consistent in each recording. The following formula was used to calculate interobserver reliability:

$$\frac{\text{agreements}}{\text{agreements + disagreements}} \text{ X } 100 = \text{\%agreement}$$

To summarize these results, the mean percentage for all students was calculated perindividual question. The summarized results are displayed on Table 2. As indicated, the mean agreement ranged from 79-91% with an overall mean of 86% agreement. The minimum percentage of agreement was 50% and a maximum of 100% agreement. Seventy-six percent of the figures were greater than 80%. Low scores were scattered across the instrument, but fewer low scores were obtained in later interviews. A slight concentration of low scores on question 1 (What does/will the individual say), was a result of a greater amount of information recorded there than in subsequent questions. This created more opportunities for disagreement. The twenty-four percent (24%) of low scores were contributed to several causes: (1) Frequently, more than one respondent interjected information, which lead to difficulties recording the relevant facts. (2) Interviews were often interrupted by the needs of the handicapped individual or other dependents in the household. (3) Continuous revisions in the instruments meant frequent adjustments for the recorders. In general it was believed that the interviews with fewer distractions and environmental influences yielded the greatest reliability.

Insert Table 2 about here

Interobserver reliability was conducted for eight prioritizations by two staff members recording independent of one another. Pioritizations for three students were completed jointly to establish an understanding of the prioritization definitions. An agreement was any item in which the choice to "check" or not to "check" was consistent for both recorders. Reliability was determined for each of the fifteen expressive questions and the eleven receptive questions. The same formula to determine reliability for the interviews was used for the prioritization reliability.

The mean percentages of each question were computed for the eight students. These results are summarized on Table 3. All mean scores were well above 80% with the overall mean for expressive communication being 97% and for receptive communication, 94%.

Insert Table 3 about here

## TABLE 2

## SUMMARY OF INTEROBSERVER RELIABILITY FOR SURVEY INSTRUMENT

| QUESTIONS | MINIMUM | MAXIMUM | MEAN |
|---|---|---|---|
| 1. What does/will S say? | | | |
| Present Performance | 74 | 86 | 80 |
| Target Performance | 63 | 93 | 79 |
| 2. To which words does/will the S respond? | | | |
| Present Performance | 50 | 100 | 84 |
| Target Performance | 88 | 100 | 91 |
| 3. To whom does/will the S communicate? | | | |
| Present Performance | 80 | 100 | 89 |
| Target Performance | 80 | 100 | 91 |
| 4. Frequency of activity | 75 | 100 | 91 |
| 5. Likes | 68 | 100 | 82 |
| 6. Dislikes | 67 | 100 | 88 |
| 7. Materials/Objects | 64 | 100 | 88 |
| OVERALL | 50 | 100 | 86 |

## TABLE 3

## SUMMARY OF INTEROBSERVER RELIABILITY FOR PRIORITIZATION

| QUESTIONS | EXPRESSIVE | | | RECEPTIVE | | |
|---|---|---|---|---|---|---|
| | MINIMUM | MAXIMUM | MEAN | MINIMUM | MAXIMUM | MEAN |
| 1. ...chronologically age-appropriate. | | | 100 | | | 100 |
| 2. ...response which is reinforcing. | 88 | 100 | 99 | 50 | 100 | 94 |
| 3. ...used across domains. | 90 | 100 | 98 | 85 | 100 | 98 |
| 4....used frequently within domain. | 59 | 100 | 92 | 50 | 100 | 94 |
| 5. ...represent basic human need. | 82 | 100 | 96 | 66 | 100 | 91 |
| 6. ..."critical" by teacher and or parent. | | | 100 | | | 100 |
| 7. ...stimulus-specific reinforcement. | 76 | 100 | 93 | 50 | 100 | 89 |
| 8. ...occurs weekly or more often | 82 | 100 | 97 | 50 | 100 | 94 |
| 9. ...listed in future environment. | 88 | 100 | 97 | 50 | 100 | 90 |
| 10. ...used among a variety of people. | 88 | 100 | 97 | | | 100 |
| 11. ...represent a familiar object. | 70 | 100 | 94 | 33 | 100 | 86 |
| 12. ...in receptive vocabulary. | 76 | 100 | 96 | | | |
| 13. ...in spoken vocabulary. | 88 | 100 | 96 | | | |
| 14. ...motorically simple. | 78 | 100 | 96 | | | |
| 15. ...word substitution. | 90 | 100 | 98 | | | |
| OVERALL | 59 | 100 | 97 | 33 | 100 | 94 |

## Content Validity

Content validity was obtained from several experts in the field of severe and profound handicaps. Their feedback was positive toward the relevance of items on the instruments and the purposes for development. Minor changes in the curriculum manual were made in compliance with their recommendations.

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# CURRICULUM DEVELOPMENT PROCESS FOR ORAL COMMUNICATION MANUAL

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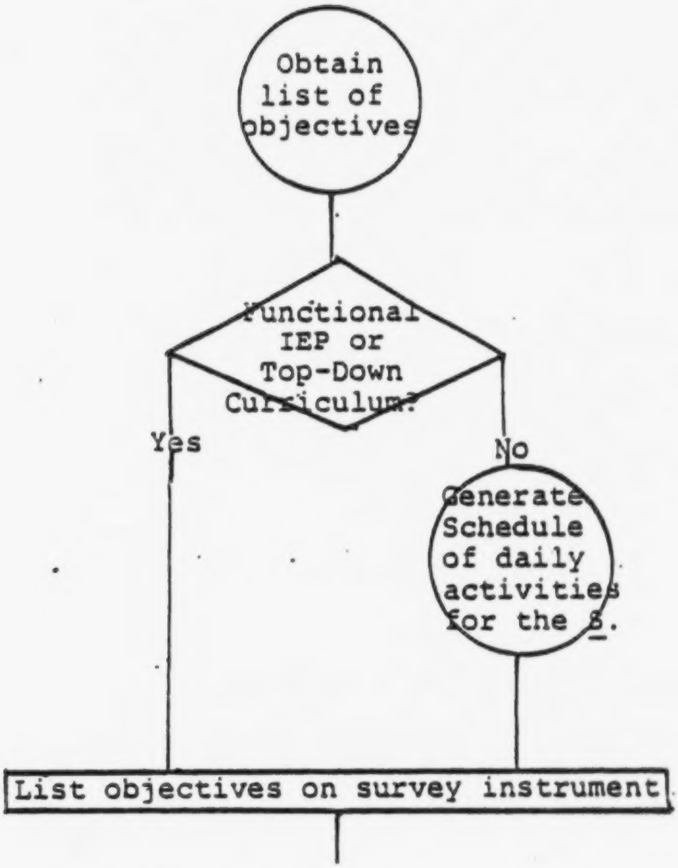
## PHASE I - PRE-INTERVIEW


Obtain list of objectives
Functional IEP or Top-Down Curriculum?
Yes
No
Generate Schedule of daily activities for the S.
List objectives on survey instrument

# COMPLETING THE ENVIRONMENTAL COMMUNICATION SURVEY

## STEP 1. COMPLETE THE COVER SHEET

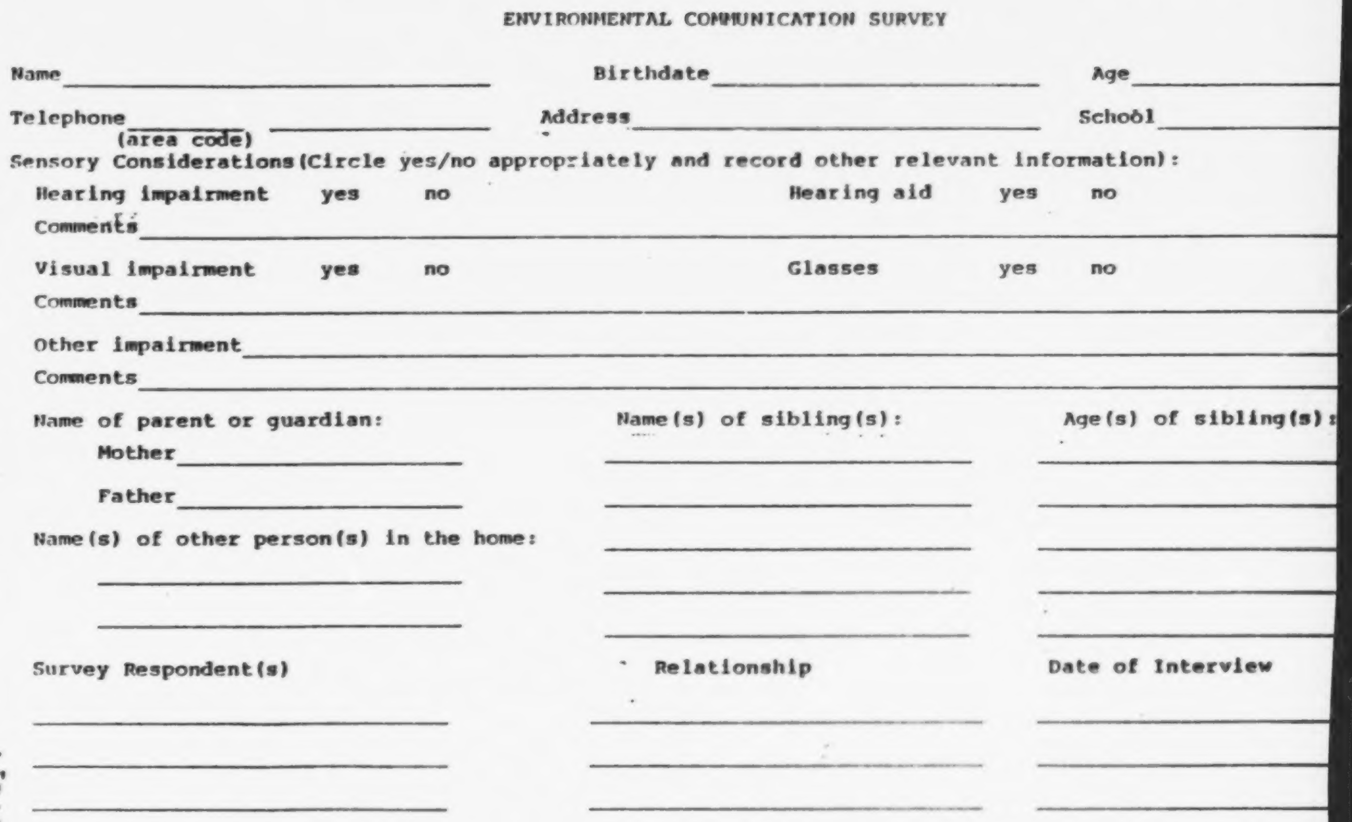
Complete the cover sheet by recording the requested information. Survey respondents include parents or care-givers and any additional person which may be an authority on the oral communication needs of the individual in a particular environment. Examples of respondents include the classroom teacher, bus driver, occupational therapist, physical therapist, vocational or community-training specialist, or recreation leaders.

## STEP 2. OBTAIN OBJECTIVES FOR SKILLS CURRENTLY BEING TRAINED

Prior to conducting the survey, objectives for classroom instruction are obtained. Objectives are reviewed to narrow the possible topics for communication. One of three methods may be used to gather information on objectives.

When a functional IEP is available for the individual, objectives may be drawn from this document. To assess the functionality of the individual's IEP, the following criteria may be applied (p.80) (Snell, 1983):

1. Objectives address practical or functional skills that are most likely to be needed currently or in the near future;
2. Objectives span four instructional domains: domestic, leisure-recreational, community, and vocational;
3. Objectives are suitable for the student's chronological age;
4. Objectives must not be so difficult that they cannot be accomplished in a year's time or so simple that they are already in the student's repertoire.



ENVIRONMENTAL COMMUNICATION SURVEY

Name __________ Birthdate __________ Age __________

Telephone __________ __________ Address __________ School __________
(area code)

Sensory Considerations(Circle yes/no appropriately and record other relevant information):

Hearing impairment yes no Hearing aid yes no
Comments __________

Visual impairment yes no Glasses yes no
Comments __________

Other impairment __________
Comments __________

Name of parent or guardian: Name(s) of sibling(s): Age(s) of sibling(s):
Mother __________
Father __________

Name(s) of other person(s) in the home:

Survey Respondent(s) Relationship Date of Interview

Figure 1. Example of cover sheet for the Environmental Communication Survey.

When a "top-down" curriculum is available for the individual, objectives may be obtained from this record. A "top-down" curriculum contains skills that begin with the requirements of independent adult functioning in the domestic, leisure-recreation, community, and vocational domains. These skills are procured by surveying the individual's current and future environments.

When a functional IEP or a "top-down" curriculum is unavailable, or the individual is new or unknown, objectives may be acquired by listing a typical daily schedule for the individual. A daily schedule may be created by asking the parent or caregiver to describe the individual's day. An example depicting a portion of a daily schedule follows:

7:00 WAKES UP
7:15 TOILETS
7:30 EATS BREAKFAST
8:00 WASHES FACE AND HANDS
8:10 DRESSES
8:30 WAITS FOR BUS
8:40 BUS ARRIVES, LEAVES FOR SCHOOL

## STEP 3. RECORD OBJECTIVES ON THE ENVIRONMENTAL COMMUNICATION SURVEY

Objectives are stated as Domains, Subenvironments, and Activities, on the survey instrument. Domains are divided into four categories. Objectives listed in the Domestic domain include those related to the care of the home, personal care, or self-help skills. Objectives labeled Leisure-Recreation Domain include those needed to enjoy time away from work. Skills pertaining to socialization and personal fitness are considered to be in the leisure- recreation domain. The vocational domain contains objectives dealing with employment and work-related activities. The Community domain includes objectives which enable the individual to utilize and patronize services, facilities, and opportunities available within the locality. Some objectives fall under the definition of more than one domain. For example, bowling could be considered in the community or leisure-recreation domain. Either domain may be correctly selected, but the emphasis should be on choosing the domain which is more representative of the objective. Choices should further include an even distribution of domains.

Environments are geographic areas, physical structures, public and private facilities which are located within the four domains (Browder & Steward, 1982). For example, environments in the community domain may include McDonalds, McIntire Library, and Kroger Grocery Store. Determine the facility which houses the skill for each objective. Record that location in the space marked "Environment" on the Environmental Communication Survey.

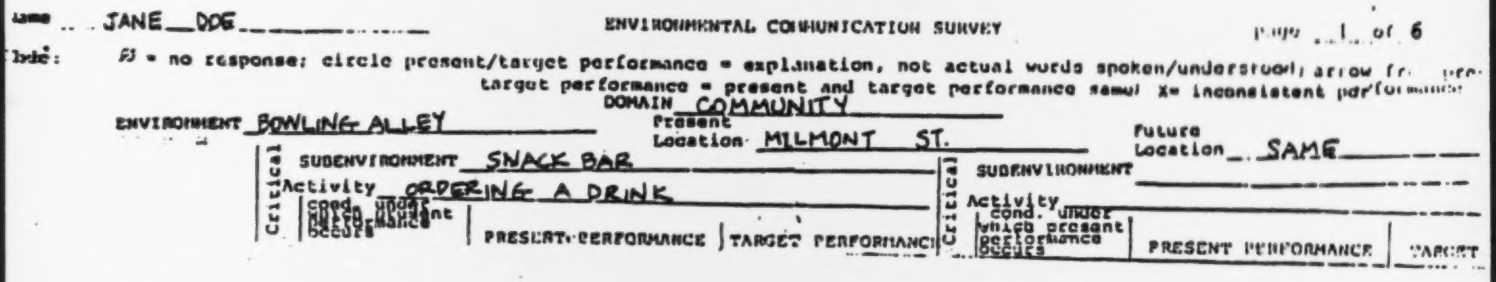
Subenvironments are the specific areas within the environment. At McDonalds, subenvironments include line, ordering counter, eating areas, and restroom. Subenvironments at a public library include the browsing area, the check-out desk, the record-listening area, and restroom. Examples of subenvironments at the grocery store may include the aisles, line, check-out. Determine what subenvironments are present in the objective. Record these areas in the space marked "Subenvironment" on the Environmental Communication Survey.

Activities are those specific behaviors necessary to function successfully within each subenvironment. At McDonalds, examples of activities in the line are waiting and conversing; in the eating area activities include eating, conversing, cleaning off the table; and activities in the restroom include using the bathroom, washing hands and drying hands. Activities may be the same within a domain or across other domains. That is, "conversing" occurs in lines and while eating, in the same domain (Community), and is also an activity in the Leisure-Recreation, Domestic, and Vocational domains. Activities are included each time they occur within a domain.

"Present location" and "future location" are also requested on the survey instrument. Present location refers to the current training site and future location refers to the eventual site. Future location may reflect the location of skill generalization, relocation in a future residential or educational placement, or other change based on preference or a family move. For instance, the current location for making lunch may be the school home-economics room and the future location may be the individual's home.

Here is an example of an objective from a functional IEP and the way it is recorded on the survey instrument (an objective derived from a "top-down" curriculum would be completed similarly.)

"While bowling, the student will order a drink from the snack bar according to the steps of the task analysis with 100% accuracy for 3 consecutive probes."



ame .. JANE DOE

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 6

ode: ∅ = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow fr pre target performance = present and target performance same; X= inconsistent perfor

DOMAIN COMMUNITY

ENVIRONMENT BOWLING ALLEY

Present Location MILMONT ST.

Future Location SAME

| Critical | SUBENVIRONMENT SNACK BAR | | | Critical | SUBENVIRONMENT | | |
|---|---|---|---|---|---|---|---|
| | Activity ORDERING A DRINK | | | | Activity | | |
| | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET |

An example of a daily schedule follows, along with the way the information appears on the survey instrument.

| | |
|---|---|
| 7:00 AM | BATHES AND BRUSHES TEETH |
| 7:30 | DRESSES |
| 8:00 | PREPARES AND EATS BREAKFAST |

Name JON DOE

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 8

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow fr pres target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME

Present Location 725 LYONS AVE.

Future Location P.V. HOUSE

Critical SUBENVIRONMENT BATHROOM

Activity BATHES

cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE

Critical SUBENVIRONMENT BATHROOM

Activity BRUSHES TEETH

cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET

Name JON DOE

ENVIRONMENTAL COMMUNICATION SURVEY

page 2 of 8

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow pres target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME

Present Location 725 LYONS AVE.

Future Location P.V. HOUSE

Critical SUBENVIRONMENT KITCHEN

Activity PREPARES BREAKFAST

cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE

Critical SUBENVIRONMENT KITCHEN

Activity EATS BREAKFAST

cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET

Name JON DOE

ENVIRONMENTAL COMMUNICATION SURVEY

page 3 of 8

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow pres target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME

Present Location 725 LYONS AVE.

Future Location P.V. HOUSE

Critical SUBENVIRONMENT BEDROOM

Activity DRESSES

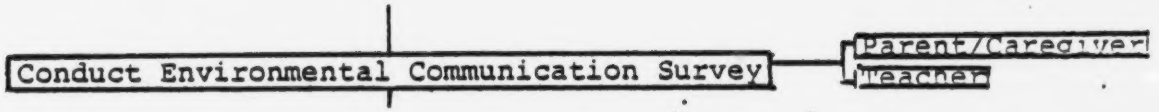
cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE

Critical SUBENVIRONMENT

Activity

cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET

# PHASE II - INTERVIEW


Conduct Environmental Communication Survey
Parent/Caregiver
Teacher

## STEP 4. COMPLETE THE ENVIRONMENTAL COMMUNICATION SURVEY BY INTERVIEWING THE PARENT OR CARE-GIVER

The parent or care-giver is contacted about the interview and a mutually agreed upon meeting time and place is established.

The initial discussion at this meeting is a brief explanation of the steps and purposes of the survey. Generally, the spoken directions should contain three points. (1) The topics for discussion are the objectives for skills currently being trained in the educational setting (or the topics will be generated based on the individual's daily schedule). (2) The parent or care-giver should state when the information is critical for the individual to learn. Critical is defined as a word/phrase/sentence which the individual absolutely has to know for health or safety reasons, or that concerns the parent or care-giver most and is considered vital. (3) Two types of information are sought, present performance and target performance. Present performance refers to the way the individual currently understands or uses communication. The target performance is an estimation of what the individual will eventually be capable of understanding or communicating (see Appendix for an example of a parent interview).

Seven questions are asked about each activity:

QUESTION 1

WHAT TO ASK - "WHAT DOES/WILL THE INDIVIDUAL SAY?"

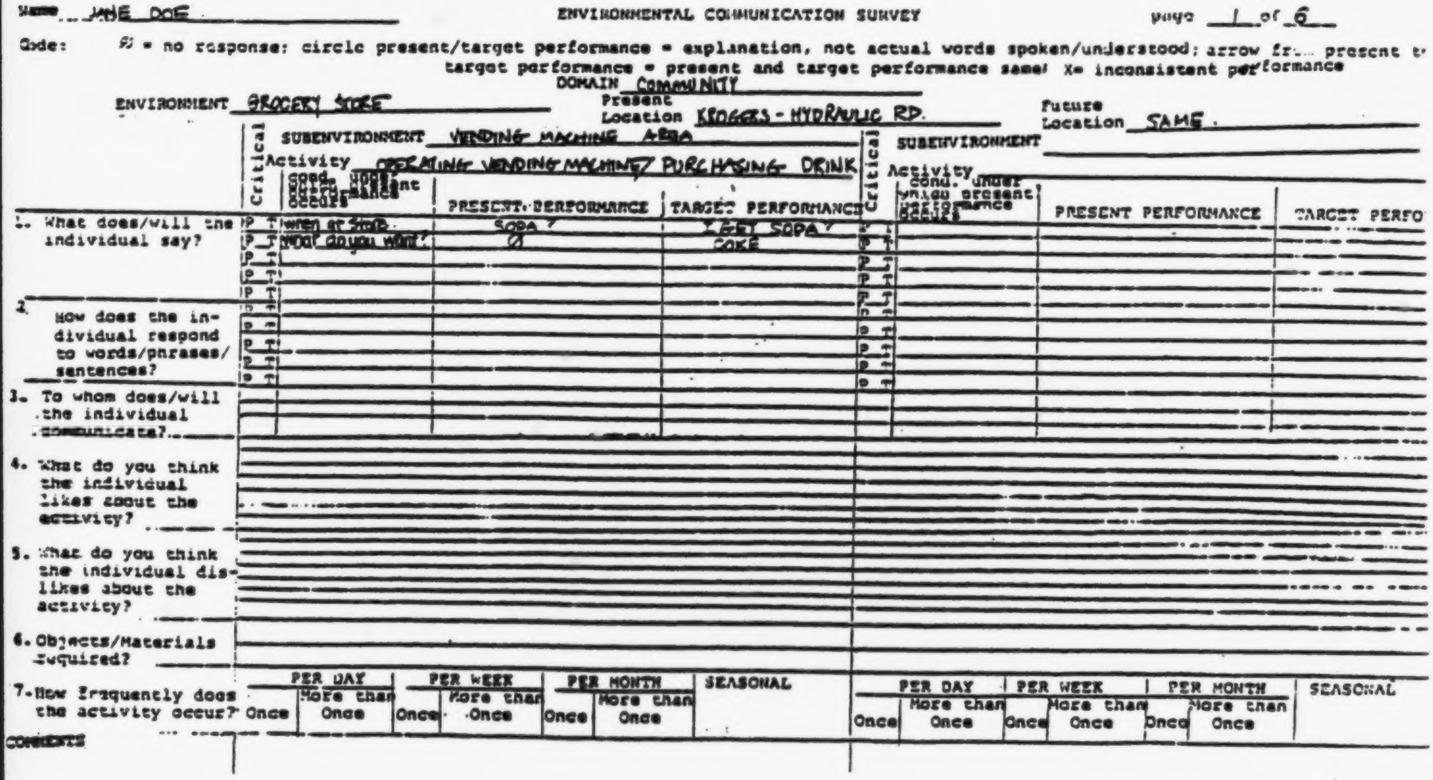
WHAT TO RECORD -

Conditions under which Present Performance Occurs refers to qualifying information regarding the word/phrase/sentence. This column may be used to record explanations, conditions, contexts, antecedents, or consequences. The information contained in this column is not what the individual does or will say, but only a description of the communication.

Present Performance refers to what the individual is currently communicating. This data should match as closely as possible what is actually done or spoken by the individual. That is, if the individual approximates the word, the word is phonetically recorded exactly as the individual would say it. If the individual gestures, points, whines, or emits other idiosyncratic behavior to request items, this data is recorded in the Present Performance column and then circled. Circling an item indicates that it refers to an action and not what is actually spoken. If the individual currently says nothing, record (Ø) in the Present Performance column. An arrow directed from the word/phrase/ sentence in the Present Performance column to the Target Performance column indicates that the individual has already mastered that word/phrase/sentence. Recording mastered utterances is another indication of the individual's expressive vocabulary. An (X) indicates that sometimes the individual performs in the recorded way and sometimes they cannot. (See code at the top of the Environmental Communication Survey.) Note that it is important to record each occasion that a word/phrase/sentence is used in an activity, even if that same word/phrase/sentence occurs in another activity.

Target Performance refers to the anticipated word/phrase/ sentence. The parent or care-giver should use their best judgement in determining what the eventual utterance will be. The target performance should reflect performance with intervention through the next year. That is, utterances should be recorded which are optimistic, yet realistic. For example, if the individual is currently saying "M" when requesting a glass of milk, the target performance might be "milk" or "more milk". Information recorded in the Target Performance column should be limited to the expected expressive word/phrase/sentence. An (X) indicates that sometimes the individual performs in the recorded way and sometimes they cannot. Note that it is important to record each occasion that a word/phrase/sentence is used in an activity, even if that same word/phrase/sentence occurs in another activity.

Example - sample recording for question one present performance and target performance.



Name JANE DOE

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 6

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow fr... present t... target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT GROCERY STORE

Present Location KROGERS - HYDRAULIC RD.

Future Location SAME.

SUBENVIRONMENT VENDING MACHINE AREA

Activity OPERATING VENDING MACHINE/ PURCHASING DRINK

SUBENVIRONMENT

Activity

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | when at store | SODA? | I GET SODA? | P T | | | |
| | P T | what do you want? | Ø | COKE | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | | | | | | |
| 4. What do you think the individual likes about the activity? | | | | | | | | |
| 5. What do you think the individual dislikes about the activity? | | | | | | | | |
| 6. Objects/Materials required? | | | | | | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

QUESTION 2

WHAT TO ASK - "HOW DOES/WILL THE INDIVIDUAL RESPOND TO WORDS/ PHRASE/SENTENCES?"

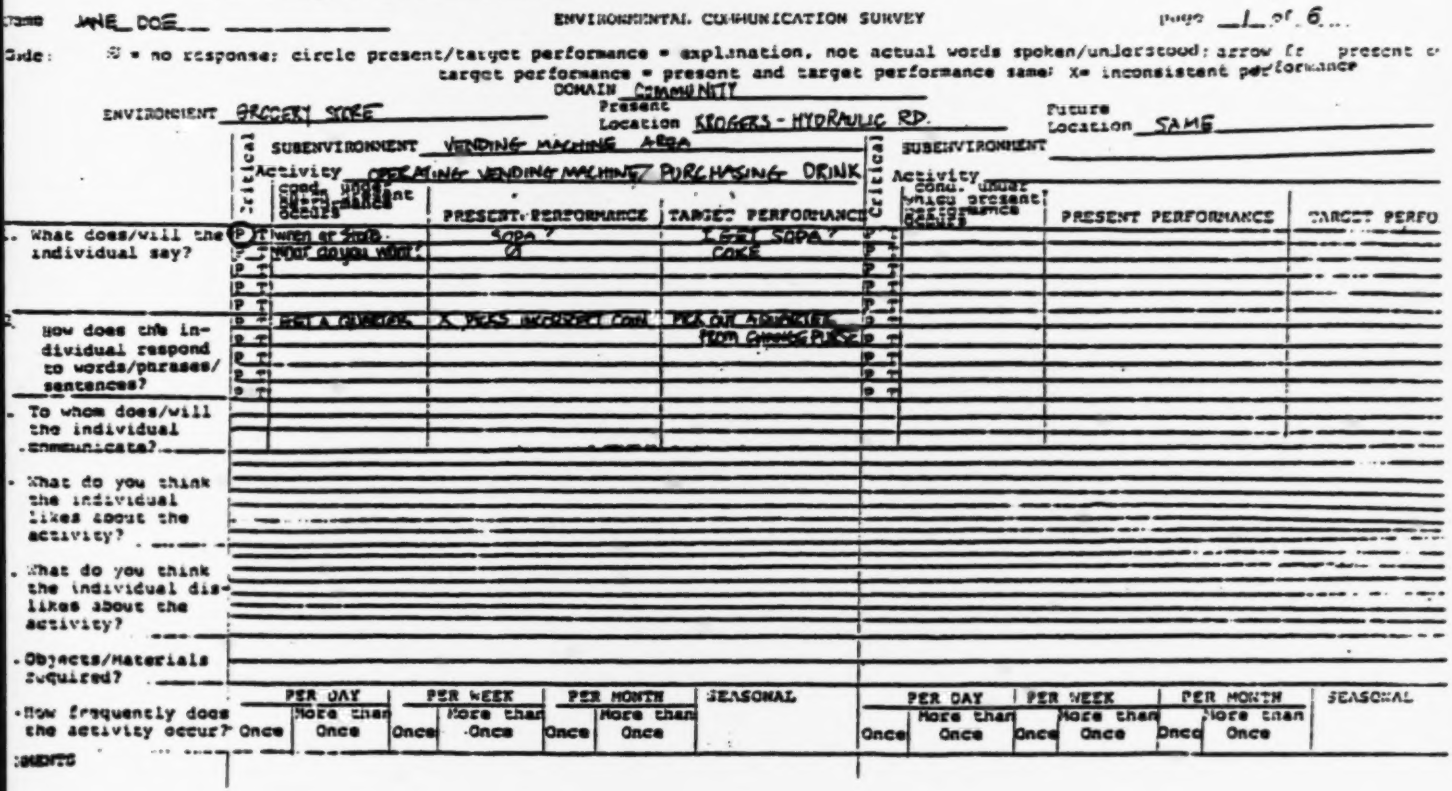
WHAT TO RECORD -

Conditions under which Present Performance Occurs refers to a spoken direction or other antecedent or cue from the parent or care-giver which elicit a motor response from the individual.

Present Performance refers to what the individual currently does in response to the cue. Since all information recorded in the Present Performance column of question two is an action, it is unnecessary to circle the data. If a cue requires a verbal response from the individual, it should be recorded in question one with the cue recorded in the Conditions under which Present Performance Occurs column. Following the code on the Environmental Communication Survey, the symbol (Ø) indicates no response; an (X) indicates that sometimes the individual performs in the recorded way and sometimes they cannot; and an arrow directed from the action in the Present Performance column to the Target Performance column indicates that the individual has mastered that action. Recording actions that have been mastered is an indication of the individual's present receptive vocabulary. Note that it is important to record each occasion that a direction or cue is used in an activity, even if that same direction or cue occurs in another activity.

Target Performance refers to the anticipated action. The parent or care-giver should use their best judgement in determining what the eventual action will be. An (X) indicates that sometimes the individual performs in the recorded way and sometimes they cannot. Note that it is important to record each occasion that a direction or cue is used in an activity, even if that same direction or cue occurs in another activity.

Example - sample recording for question two present performance and target performance.



JANE DOE

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 6

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow fr present target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT GROCERY STORE

Present Location KROGERS - HYDRAULIC RD.

Future Location SAME

SUBENVIRONMENT VENDING MACHINE AREA

Activity OPERATING VENDING MACHINE / PURCHASING DRINK

SUBENVIRONMENT

Activity

| | Critical | | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|---|---|
| What does/will the individual say? | [✓ P] | T | when at store. | SODA? | I GET SODA? | P | T | | | |
| | P | T | What do you want? | Ø | COKE | P | T | | | |
| | P | T | | | | P | T | | | |
| | P | T | | | | P | T | | | |
| | P | T | | | | P | T | | | |
| How does the individual respond to words/phrases/sentences? | P | T | GET A QUARTER | X PICKS INCORRECT COIN | PICK OUT A QUARTER | P | T | | | |
| | P | T | | | FROM CHANGE PURSE | P | T | | | |
| | P | T | | | | P | T | | | |
| | P | T | | | | P | T | | | |
| | P | T | | | | P | T | | | |
| To whom does/will the individual communicate? | | | | | | | | | | |
| What do you think the individual likes about the activity? | | | | | | | | | | |
| What do you think the individual dislikes about the activity? | | | | | | | | | | |
| Objects/Materials Required? | | | | | | | | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| How frequently does the activity occur? | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

QUESTION 3

WHAT TO ASK - "TO WHOM DOES/WILL THE INDIVIDUAL COMMUNICATE ?"

WHAT TO RECORD -

Use the Conditions under which Present Performance Occurs column to justify or explain information. For example, a relationship or title of the person communiating with the individual may be listed or a notation such as a new bus driver will be assigned to the individual's bus next month.

Present Performance refers to whom the individual is presently communicating. All persons who currently interact with the individual during the activity discussed, are listed. An arrow directed from the person listed in the Present Performance column to the Target Performance indicates that the person is the same for both conditions.

Target Performance refers to whom the individual will communicate in the future. All persons who will interact with the individual in the future for the activity discussed, are listed.

BETWEEN QUESTION 3 & QUESTION 4

INFORMATION TO CONVEY -

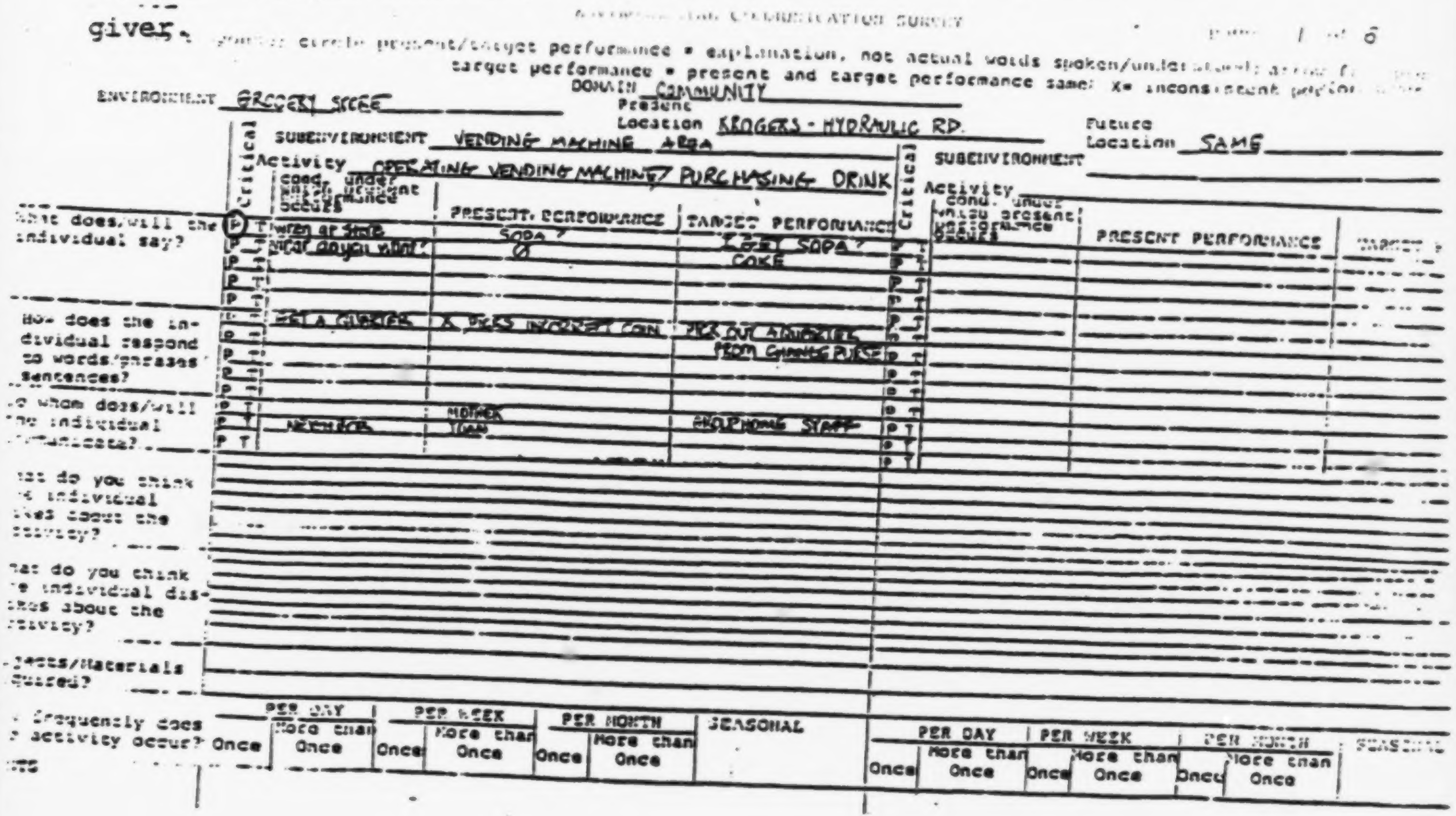
After recording question one, two , and three, ask if any information is "critical".

"Critical" is defined as a word/phrase/sentence which the individual absolutely has to know for health or safety reasons, or that concerns the parent or care-giver most and is considered vital.

WHAT TO RECORD -

Circle the "P" in the Critical column beside the relevant data, to indicate that the parent believes it is critical to learn.

Example - sample recording "critical" information for parent/caregiver.



[illegible] COMMUNICATION SURVEY

Page 1 of 6

[illegible] circle present/target performance • explanation, not actual words spoken/understood; [illegible] target performance • present and target performance same; X= inconsistent [illegible]

ENVIRONMENT GROCERY STORE

DOMAIN COMMUNITY

Present Location KROGERS - HYDRAULIC RD.

Future Location SAME

SUBENVIRONMENT VENDING MACHINE AREA

Activity OPERATING VENDING MACHINE/ PURCHASING DRINK

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| What does/will the individual say? | [✓ P] T | WHEN AT STORE<br>WHAT DO YOU WANT? | SODA?<br>0 | [illegible] SODA?<br>COKE |
| How does the individual respond to words/phrases/sentences? | P T | [illegible] A CASHIER | X PICKS INCORRECT COIN | PICK OUT [illegible]<br>FROM CHANGE PURSE |
| To whom does/will the individual communicate? | P T | NEIGHBOR | MOTHER<br>[illegible] | [illegible] STAFF |
| What do you think the individual likes about the activity? | | | | |
| What do you think the individual dislikes about the activity? | | | | |
| Objects/Materials required? | | | | |

Critical

SUBENVIRONMENT

Activity

| Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET P[illegible] |
|---|---|---|
| | | |

How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

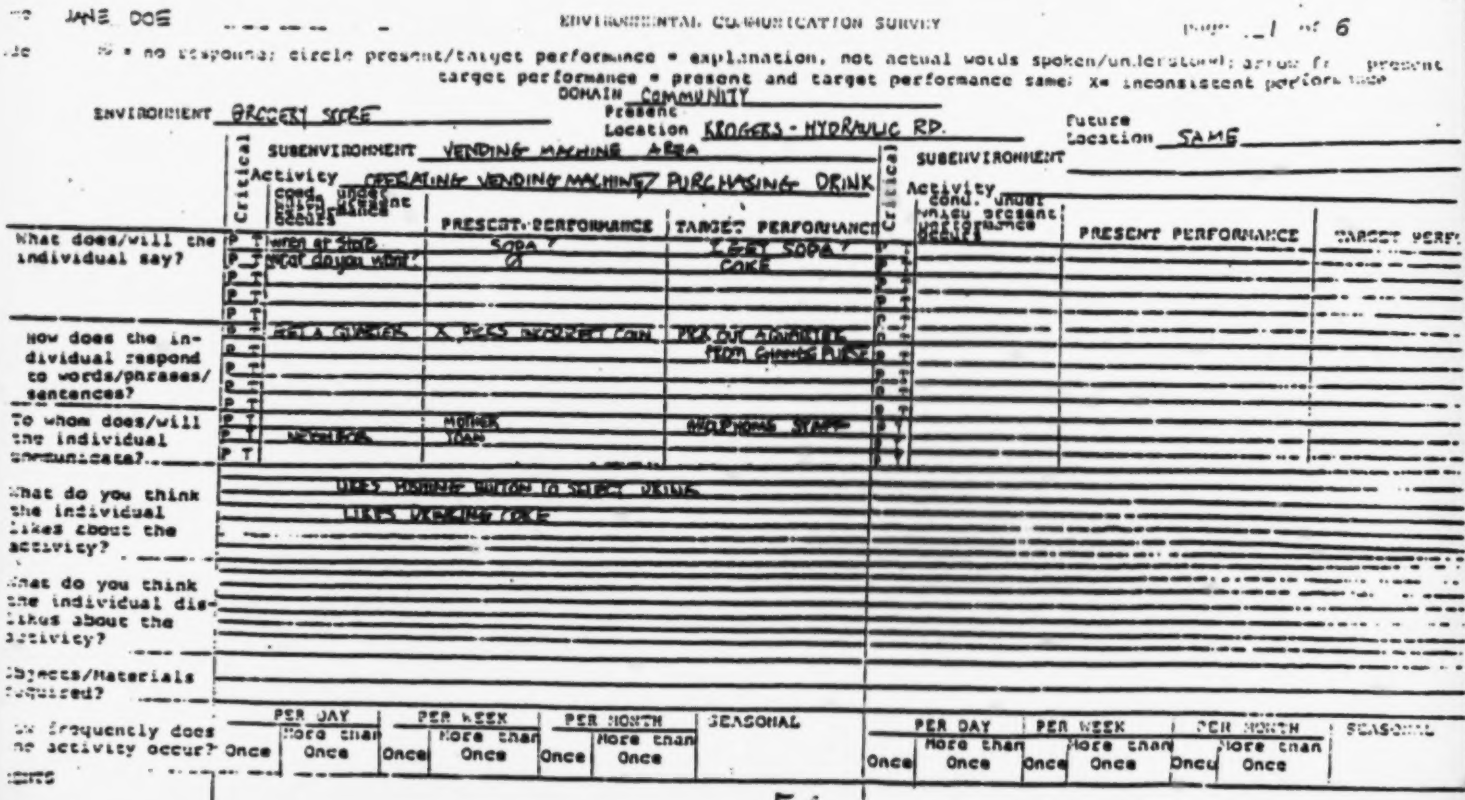
QUESTION 4

WHAT TO ASK - "WHAT DO YOU THINK THE INDIVIDUAL LIKES ABOUT THE ACTIVITY?".

WHAT TO RECORD -

List the ways the individual shows pleasure for the activity. If the parent or care-giver states that the individual dislikes the activity being discussed, information regarding what is least offensive about the activity is recorded. This information will be useful to know should the item receive a high priority for training.

Example - sample recording for question four.



JANE DOE

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 6

Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT GROCERY STORE

Present Location KROGERS - HYDRAULIC RD.

Future Location SAME

SUBENVIRONMENT VENDING MACHINE AREA

Activity OPERATING VENDING MACHINE/ PURCHASING DRINK

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| What does/will the individual say? | P T | WHEN AT STORE | SODA? | I GET SODA? |
| | P T | WHAT DO YOU WANT? | Ø | COKE |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| How does the individual respond to words/phrases/sentences? | P T | [illegible] | X PRESS INCORRECT COIN | PICK OUT APPROPRIATE [illegible] FROM CHANGE PURSE |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| To whom does/will the individual communicate? | P T | | MOTHER | [illegible] STAFF |
| | P T | NEIGHBOR | TOAN | |
| | P T | | | |

What do you think the individual likes about the activity?

LIKES PUSHING BUTTON TO SELECT DRINK

LIKES DRINKING COKE

What do you think the individual dislikes about the activity?

Objects/Materials required?

| How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | |

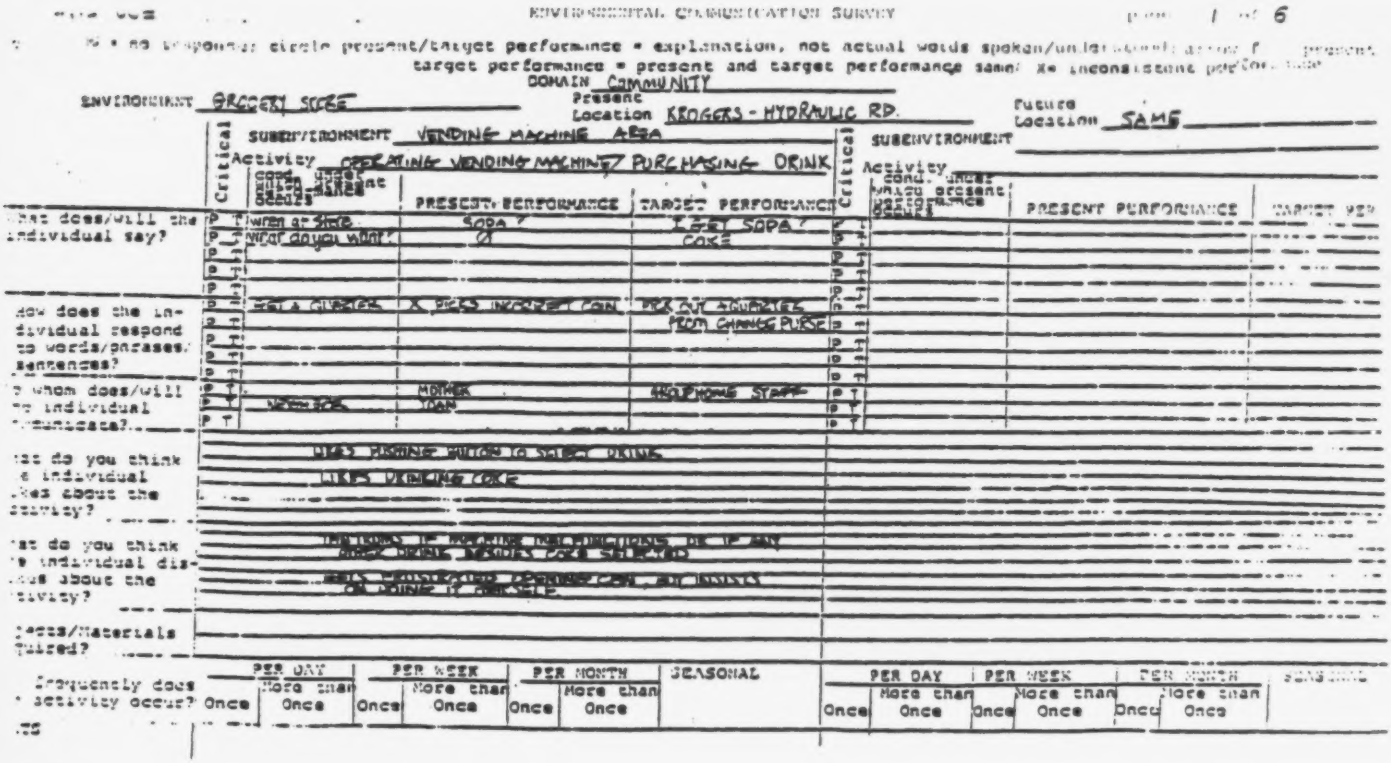
QUESTION 5

WHAT TO ASK - "WHAT DO YOU THINK THE INDIVIDUAL DISLIKES ABOUT THE ACTIVITY?"

WHAT TO RECORD -

List the factors contributing to the dislike of this activity. This information will be useful to know should the item be prioritized for training.

Example - sample recording for question five.



ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 6

Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow f[illegible] present target performance = present and target performance same; X= inconsistent perfor[illegible]

DOMAIN COMMUNITY

ENVIRONMENT GROCERY STORE

Present Location KROGERS - HYDRAULIC RD.

Future Location SAME

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PER |
|---|---|---|---|---|---|---|---|---|
| | | SUBENVIRONMENT VENDING MACHINE AREA | | | | SUBENVIRONMENT | | |
| | | Activity OPERATING VENDING MACHINE/ PURCHASING DRINK | | | | Activity | | |
| hat does/will the individual say? | P T | when at store | SODA? | I GET SODA? | P T | | | |
| | P T | What do you want? | Ø | COKE | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| ow does the individual respond to words/phrases/sentences? | P T | GET A QUARTER | X PICKS INCORRECT COIN | PICKS OUT QUARTERS FROM CHANGE PURSE | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| whom does/will individual municate? | P T | | MOTHER | GROUP HOME STAFF | P T | | | |
| | P T | [illegible] | JOAN | | P T | | | |
| | P T | | | | P T | | | |
| at do you think individual kes about the tivity? | LIKES PUSHING BUTTON TO SELECT DRINK<br>LIKES DRINKING COKE | | | | | | | |
| at do you think individual dis-kes about the tivity? | TANTRUMS IF MACHINE MALFUNCTIONS, OR IF ANY OTHER DRINK BESIDES COKE SELECTED<br>GETS FRUSTRATED COUNTING CHANGE, BUT INSISTS ON DOING IT HIMSELF. | | | | | | | |
| jects/Materials quired? | | | | | | | | |

| frequently does activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

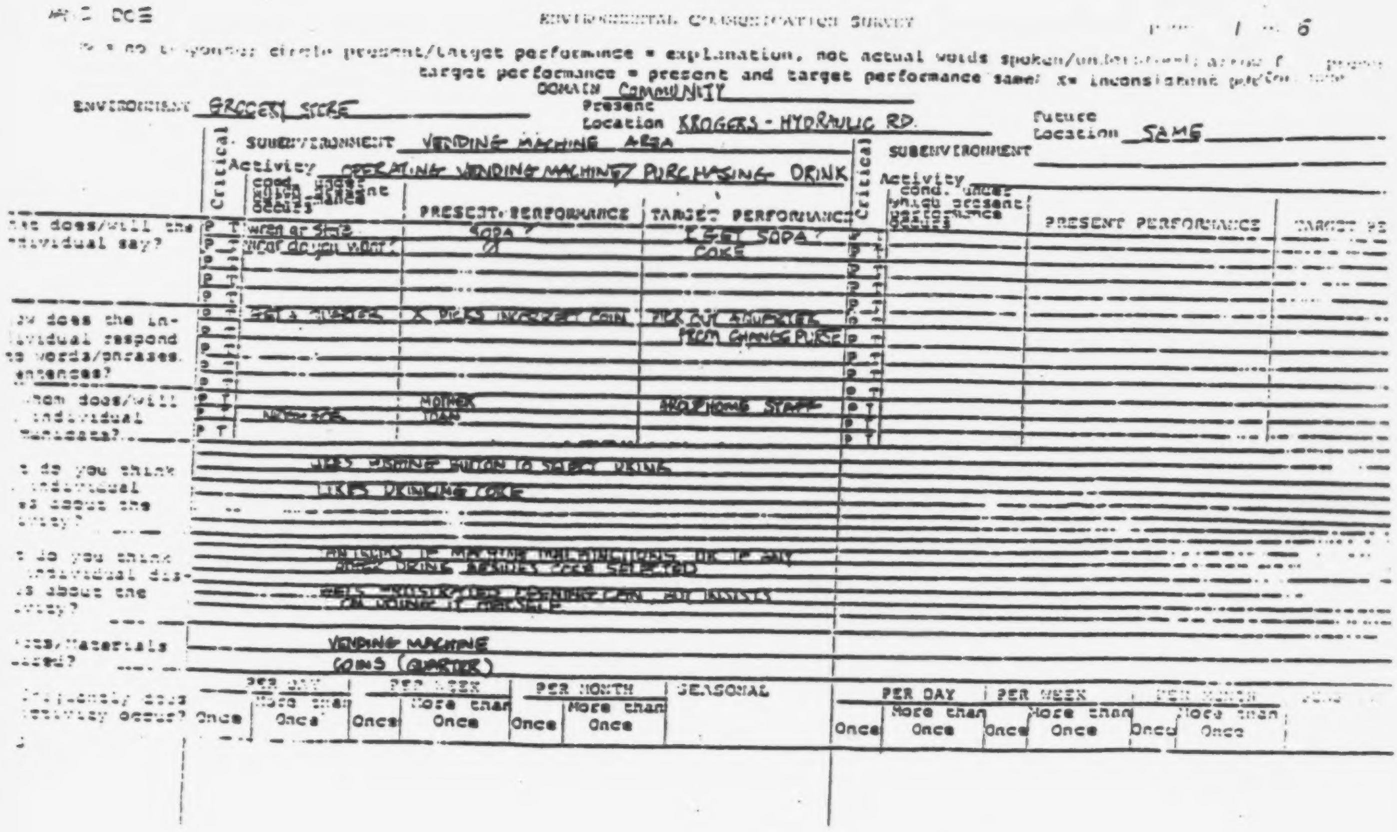
QUESTION 6

WHAT TO ASK - "WHAT OBJECTS OR MATERIALS ARE REQUIRED FOR THIS ACTIVITY?"

WHAT TO RECORD -

List all objects or materials related to the activity. Include any adaptive or prosthetic appliances needed. A comprehensive list is important to accuracy in the prioritization tabulation.

Example - sample recording for question six.



ENVIRONMENTAL COMMUNICATION SURVEY

1 6

target performance = present and target performance same; X = inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT GROCERY STORE

Present Location KROGERS - HYDRAULIC RD.

Future Location SAME

SUBENVIRONMENT VENDING MACHINE AREA

Activity OPERATING VENDING MACHINE/ PURCHASING DRINK

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| What does/will the individual say? | P T | when at store | SODA? | I GET SODA? |
| | P T | what do you want? | Ø | COKE |
| How does the individual respond to words/phrases/sentences? | P T | [illegible] | X PICKS INCORRECT COIN | PICKS OUT QUARTERS FROM CHANGE PURSE |
| With whom does/will the individual communicate? | P T | [illegible] | MOTHER | GROUP HOME STAFF |

What do you think the individual likes about the activity?

LIKES PUSHING BUTTON TO SELECT DRINK

LIKES DRINKING COKE

What do you think the individual dislikes about the activity?

ANXIOUS IF MACHINE MALFUNCTIONS OR IF ANY OTHER DRINK BESIDES COKE SELECTED

GETS FRUSTRATED OPENING CAN, BUT INSISTS ON DOING IT HIMSELF

Objects/Materials used?

VENDING MACHINE

COINS (QUARTER)

How frequently does activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

QUESTION 7

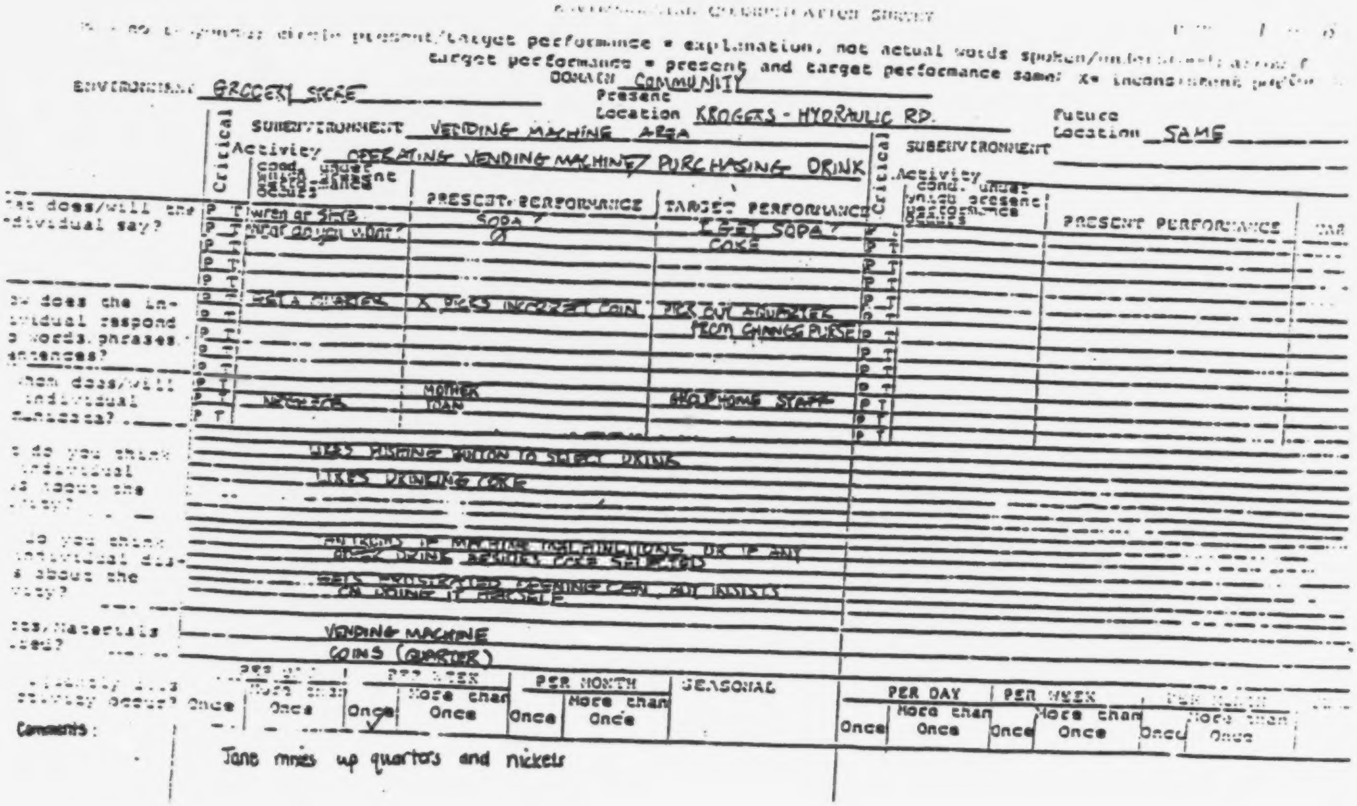
WHAT TO ASK - "HOW FREQUENTLY DOES THE ACTIVITY OCCUR?"

WHAT TO RECORD -

Place one check in the appropriate space indicating the frequency of the activity. If the activity occurs daily or weekly during a particular season, check "season" only.

COMMENTS SECTION

Use the "comments" section to record any other pertinent facts which may contribute to communication intervention.



target performance = present and target performance same; X= [illegible]

ENVIRONMENT GROCERY STORE

DOMAIN COMMUNITY

Present Location KROGERS - HYDRAULIC RD.

Future Location SAME

SUBENVIRONMENT VENDING MACHINE AREA

Activity OPERATING VENDING MACHINE/ PURCHASING DRINK

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| [illegible] does/will the individual say? | P T | when at store | SODA ? | I GET SODA ? |
| | P T | What do you want? | Ø | COKE |
| How does the individual respond to words, phrases, sentences? | P T | GETS A QUARTER | X PICKS INCORRECT COIN | PICKS OUT QUARTERS FROM CHANGE PURSE |
| When does/will individual [illegible]? | P T | NEEDS | MOTHER JOAN | GROUP HOME STAFF |

LIKES PUSHING BUTTON TO SELECT DRINK

LIKES DRINKING COKE

UPSET IF MACHINE MALFUNCTIONS OR IF ANY OTHER DRINK BESIDES COKE SELECTED

GETS FRUSTRATED OPENING CAN, BUT INSISTS ON DOING IT HERSELF

Materials used? VENDING MACHINE

COINS (QUARTER)

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| [illegible] activity occur? | Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | ✓ | | | | |

Comments : Jane mixes up quarters and nickels

REINFORCEMENT INFORMATION

To conclude the interview, the Reinforcement Information sheet is completed. This sheet contains information regarding items the individual finds reinforcing. Respondents and their relationship to the individual are listed at the top of the sheet. Include the names of people that provide information regarding reinforcement.

INFORMATION TO CONVEY - "WHAT ITEMS ARE REINFORCING?"

Reinforcing items (reinforcers) are defined as objects, activities, or people that the individual engages in frequently or for which pleasure or enthusiam is shown by the individual during the interaction.

WHAT TO RECORD -

Reinforcers are listed in the Items which are Reinforcing column.

WHAT TO STATE - "DESCRIBE THE INDIVIDUAL'S REACTION."

WHAT TO RECORD -

A description of the individual's behavior in the presence of of the reinforcer is recorded in the Individual's Reaction column. This information may underscore the importance of a particular reinforcer.

WHAT TO ASK - "HOW DOES/WILL THE INDIVIDUAL ASK FOR THE REINFORCER?"

WHAT TO RECORD -

In the Present Performance column record as closely as possible what is currently done or said to ask for the reinforcer. If the word is an approximation, phonetically write the word in the space provided. Circle a behavior which indicates an action and not what is actually spoken by the individual (e.g. if the individual currently grunts or gestures for the item). Record (0) if the individual currently has no way of asking for the item. Record (X) to indicate that sometimes the individual performs in the recorded way the sometimes they cannot. An arrow directed from the word/phrase/sentence in the Present Performance column indicates that the individual has already mastered that word/phrase/sentence.

In the Target Performance column record the desired word/phrase/sentence. The parent or care-giver should determine what appropriate word/phrase/sentence will be expressed by the individual to access the reinforcer (see Figure 2 ).

STEP 5. COLLECT TEACHER INPUT

After the Environmental Communication Survey is completed in the parent/care-giver interview, the individual's teacher adds information. Three types of information are requested from the teacher: (1)information regarding the individual's school day; (2)information based on their knowledge of the individual or that the parent or care-giver may have overlooked; and (3)information which, in their view, is "critical" for learning.

Critical is defined as a word/phrase/sentence which the individual absolutely has to know for health or safety reasons, or that concerns the teacher most and is considered vita. Circle the "T" in the Critical column beside the relevant data to indicate that the teacher believes it is critical to learn.

Figure 2. Example of reinforcement information from parent/care-giver and teacher interviews.

REINFORCEMENT INFORMATION

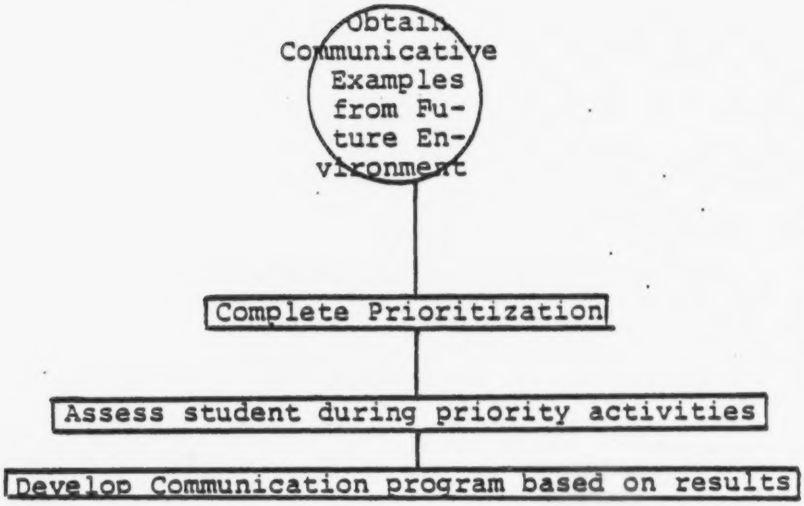
Name: ________________ Respondent(s): ________________ Relationship: ________________

Date: ________________ ________________ ________________

| | | WAY(S) IN WHICH REINFORCING ITEMS ARE REQUESTED: | |
|---|---|---|---|
| ITEMS WHICH ARE REINFORCING: | INDIVIDUAL'S REACTION: | Present Performance | Target Performance |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

To gain teacher input, he/she is interviewed in the same manner as the parent/care-giver. The responses are recorded on the same Environmental Communication Survey as the parent/care-giver responses. If the interviewer is the teacher, then they add information to the Environmental Communiation Survey according to their knowledge of the individual (see Appendix for an example of teacher interview).

## PHASE III - POST-INTERVIEW


Obtain Communicative Examples from Future Environment
Complete Prioritization
Assess student during priority activities
Develop Communication program based on results

## STEP 6. CONDUCT A SURVEY OF RECEPTIVE AND EXPRESSIVE COMMUNICATION USED IN THE FUTURE RESIDENTIAL ENVIRONMENT

Communication used in the future residential environment will influence decisions regarding the long-term usefulness of the communication item. That is, the information obtained from this environment can provide a standard by which communication goals for the individual are progressively matched.

Receptive and expressive communication items are acquired from the future residential environment by interviewing the representative of that environment. If the future residential environment for the individual is unknown, using data from the most likely source is appropriate.

The Future Residential Environment recording form can be used when interviewing the representative of that environment. The form is general to accomodate a variety of information (see Figure 3). It may be helpful to organize the interview following these guidelines:

1. Commence the interview by listing the common environments and subenvironments frequented by the individuals of the residential environment. These should go across all four domains; domestic, community, leisure-recreation and vocation.
2. Focus the interview on a few main activities that occur in the subenvironments listed.
3. Request examples of expressive and receptive communication as demonstrated by individuals with minimal and maximal competencies. The expressive minimum example may include nonverbal communication.

Figure 3. Page one of Future Residential Environment recording form.

FUTURE RESIDENTIAL ENVIRONMENT

Date:________________ Respondent:________________ Interviewer:________________

| | | | | |
|---|---|---|---|---|
| Domain:________________ | RECEPTIVE | | EXPRESSIVE | |
| Environment:____________<br>Subenvironment:__________<br>Activity:________________ | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Figure 3. Page two of Guture Residential Environment recording form.

| Domain:______<br>Environment:______<br>Subenvironment:______<br>Activity:______ | RECEPTIVE |  | EXPRESSIVE |  |
|---|---|---|---|---|
|  | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

The receptive examples are directions or cues that the individuals in that environment can respond to accurately. Examples are meant to be representative and not comprehensive. However, examples should be recorded as specific utterances for ease in comparing the individual's communication to the future standard.

Information acquired from the future residential environment can be updated every other year to assure its accuracy (see Appendix for example of Future Residential Environment interview).

## STEP 7. COMPLETE THE ENVIRONMENTAL COMMUNICATION PRIORITIZATION

### EXPRESSIVE DATA:

A. Circle "Expressive" at the top of the Environmental Communication Prioritization sheet to indicate that the data refers to expressive (question 1) communication. Data regarding expressive communication is obtained from two sources: (1) Reinforcement Information sheet; and (2) the Target Performance column of the Environmental Communication Survey.

B. Transfer expressive data from the Target Performance columns of question one on the Environmental Communication Survey and Reinforcement Information sheet, to the spaces at the top of the Environmental Communication Prioritization (one word/phrase/sentence in each space). It is unnecessary to record each recurrence of a word/phrase/sentence. The answers to the prioritization questions should relate to the most frequently occurring activity in which the word/phrase/sentence is used.

C. Place a (√) in the space under each question that can be affirmatively answered. See the Environmental Communication Prioritization Definitions in the Appendix for an explanation of each prioritization question and the source of its answer. As indicated on the Environmental Communication Prioritization, answer question 14 if the answer to question 13 is "no" (blank). Answer question 15 if the answer to questions 13 and 14 are "no" (blank).

D. Add all the (√'s) in each column and record the sum in the space labeled "total".

Example - sample prioritization for expressive communication.

Name JANE DOE

School Year 1984-85

[✓ EXPRESSIVE]/RECEPTIVE (circle one).

| WORD/PHRASE SENTENCE | I GET SODA? | COKE. | HELP ME. | GO TOILET. | MORE DRINK. | PLAY TAPE. | COAT ON. | BUS HERE. | MS. RUTH |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? |  | ✓ |  |  |  | ✓ |  |  |  |  |  |  |  |  |
| 3. Is the word/phrase/sentence used across domains? |  |  | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |  |  |  |  |  |
| 4. Is the word/phrase/sentence used frequently within a domain? |  |  | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |
| 5. Does the word/phrase/sentence represent a basic human need? |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |
| 9. Is the word/phrase/sentence listed in the future environment? | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |
| 10. Can the word/phrase/sentence be used among a variety of people? |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |
| 11. Does the word/phrase/sentence represent a familiar object? |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| EXPRESSIVE ONLY:<br>12. Is the word/phrase/sentence in the individual's receptive vocabulary? |  | ✓ |  | ✓ | ✓ |  | ✓ |  |  |  |  |  |  |  |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? |  | ✓ | ✓ | ✓ |  |  |  | ✓ |  |  |  |  |  |  |
| ANSWER IF QUESTION 13 IS BLANK:<br>14. Is the word/phrase/sentence motorically simple? |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK:<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |
| TOTAL | 4 | 7 | 8 | 12 | 8 | 7 | 6 | 4 | 4 |  |  |  |  |  |

RECEPTIVE DATA:

A. Circle "Receptive" at the top of the Environmental Communication Prioritization sheet to indicate that the data refers to receptive (question 2) communication.

B. Transfer receptive data from the Conditions under which Present Performance Occurs column of question two to the spaces at the top of the Environmental Communication Prioritization (one word/phrase/sentence in each space). It is unnecessary to record each recurrence of a direction or cue. The answers to the prioritization questions should relate to the most frequently occuring activity in which the direction or cue is given.

C. Place a (✓) in the space under each direction or cue and beside each question that can be affirmatively answered. See the Environmental Communication Prioritization Definitions for an explanation of each prioritization question and the source of its answer. Questions 1-11 apply to receptive communication.

D. Add all the (✓'s) in each olumn and record the sum in the space labeled "Total".

Note: See Appendix for Environmental Communication Prioritization Definitions and references from the literature related to the prioritization questions.

Example - sample prioritization for receptive communication.

Name________________________

School Year____________________

EXPRESSIVE/[✓ RECEPTIVE] (circle one).

| WORD/PHRASE SENTENCE | GET YOUR COAT. | FASTEN SEAT BELT. | GET A QUARTER. | STOP! | COME HERE. | WALK TO THE BATHRM. | FASTEN YOUR PANTS. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | ✓ | ✓ | | | | ✓ | ✓ | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | ✓ | ✓ | | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | ✓ | | ✓ | ✓ | ✓ | | | | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | ✓ | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ | | ✓ | | | | | | | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | ✓ | | ✓ | | | | | | | | | | | |
| EXPRESSIVE ONLY:<br>12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | | | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 IS BLANK:<br>14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK:<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | |
| TOTAL | 7 | 6 | 5 | 6 | 6 | 6 | 5 | | | | | | | |

STEP 8. ASSESS TOP PRIORITIES

After the Environmental Communication Prioritization is completed the top priorities are determined by selecting the expressive and receptive communication items with the top six (or more, if desired) totals. These top priorities are assessed for three reasons: (1) as an accuracy check of Present Performance information obtained in the Environmental Communication Survey; (2) as an aid in determining the methodology for intervention; and (3) to note deficiencies in communication-related factors (e.g. eye contact, etc.).

To assess the top expressive and receptive priorities, the activities containing those items are observed. The Environmental Communication Assessment can be used to record data. Definitions for the code and assessment variables are available on the Environmental Communication Assessment Definitions sheet.

The observer records data related to the priority communication item(s) contained in the activity. Information recorded in the Opportunities to Respond column include spoken and natural cues or other antecedents. If a prompt is required, record the type needed for success, in the Prompt column. A typical prompt for expressive communication is the verbal prompt and for receptive communication a variety of prompts are available including verbal, model, or physical prompts. Record the individual's response in the appropriate column. If the individual emits an approximation of a verbal response, phonetically record the response as close to the individual's as possible. Record the communication-related variables which apply to expressive or receptive communication as delineated on the assessment sheet. Leave the space blank if the variable does not apply or no problem is observed or check the box corresponding to the deficiency observed.

The assessment should be repeated for two or more days or until consistency in data is observed. The assessment is intended for use by professionals, but a parent may be asked to complete the assessment, or a modified version, for an activity which cannot be replicated easily at school.

To interpret the results the observer should note the number and how correct the individual's responses were in relation to the opportunities to respond. The level of prompt necessary for success will indicate how stimulable the individual is for the target response. Further, multiple (√'s) recorded per communication-related variable indicates the necessity for intervention on that item. Other recommendations for use of the assessment data can be found in Step 10, Interpretation of Results (see Figure 4 and assessment definitions).

Figure 4. Environmental communication assessment recording form.

## ENVIRONMENTAL COMMUNICATION ASSESSMENT

Name ______________________

Date ______________________

Activity ______________________

Setting ______________________

Trainer ______________________

Duration of Observation: From _____ to _____

Communication between: Speaker 1 _________

Speaker 2 _________ Speaker 3 _________

Priority Responses

Expressive:

1. ______________________
2. ______________________

Receptive:

3. ______________________
4. ______________________

| | | | EXPRESSIVE | | | | | | | RECEPTIVE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OPPORTUNITIES TO RESPOND | PROMPT | INDIVIDUAL'S RESPONSE | Eye Contact | Loudness | Intelligible | Rate | Fluency | Distance from Speaker/listener | Other | Eye Contact | Distance from Speaker/listener | Adequate response Time | Other | COMMENTS |
| | | | | | | | | | | | | | | |
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# ENVIRONMENTAL COMMUNICATION ASSESSMENT DEFINITIONS

ASSESSMENT VARIABLES:

EYE CONTACT - Refers to appropriately looking at the person communicating with while conversing. An inappropriate amount of eye contact would include staring, gazing, or looking down or away from the person communicating with, causing uneasiness and interfering with communication.

LOUDNESS - Refers to an easily heard, effortlessly produced voice pattern. Voice characteristics which indicate deviations in loudness include: too loud, too soft, or no fluctuation in loudness.

INTELLIGIBILITY - Refers to word pronounciation which is clear and comprehensible. Listener's appropriate response indicates that the word(s) was intelligible.

DISTANCE FROM PERSON COMMUNICATING WITH - Refers to a reasonable proximity to person communicating with so that the utterance is audible and social distance is maintained.

FLUENCY - Refers to pleasant, even, and controlled speech containing nonsignificant, natural amounts of repetitions, prolongations, and hesitations. Deviations in fluency include involuntary repetitions, prolongations and hesitations with possible accompanying facial or body distortions.

RATE - Refers to the speed with which an utterance is emitted. Deviations in rate include utterances spoken too fast, too slow, jerky, or monotonously, so as to detract from what is being spoken or impeding intelligibility.

ADEQUATE RESPONSE TIME - Refers to the length of time required for the individual to initiate a response to an utterance directed to him or her. The maximum response initiation should not exceed 10 seconds, but the minimum response time will be dependent on the nature of the directive. A directive relating to safety(e.g. STOP! NO!) should require less than 3 seconds. Other types of directives(e.g. Put on your shirt) may appropriately take the full 10 seconds to initiate. Completion of the task is not considered in Adequate Response Time.

## STEP 9. SUMMARIZE DATA FOR TOP-PRIORITY COMMUNICATION ITEMS

The top-ranking words/phrases/sentences are summarized on the Prioritization Summary Sheet. This summary is designed to act as a guide for establishing oral communication goals and instruction.

To complete the Prioritization Summary Sheet, the words/phrases/ sentences which received the highest totals from the expressive and receptive tallys, are listed in descending order. Information concerning the activity, location, and persons to whom communication is directed, is found on the Environmental Communication Survey.

The most suitable times for instruction are determined by examining the daily schedule for the individual. Those times in which the activity naturally occur throughout the day, become the appropriate training times.

Assessment results are summarized from the Environmental Communication Assessment. A gross estimate of performance is obtained using a 1-3 ranking: when the individual correctly performs in approximately 1/3 of the opportunities to respond, record (3) indicating a definite need for training; when the individual correctly performs in approximately 2/3 of the opportunities to respond, record (2) indicating a need for training; and when the individual correctly performs in the majority (3/3) of the opportunities to respond, record (1) indicating no need for training. A (1) recording indicates the necessity for maintenance of performance and means that the indiviual's performance was stable and accurate for multiple assessment days. Communication-related factors requiring intervention are also listed in the Assessment Results column.

The selection of a reinforcer is imperative to successful intervention. The preferred choice of reinforcement for communication behavior include stimulus-specific and interrupted-task reinforcement. Stimulus-specific reinforcement is described in question 7 of the Environmental Communication Prioritization Definitions found in the Appendix. It refers to a response which is functional in the individual's environment and can potentially serve as its own reinforcement. Interrupted-task reinforcement involves carefully selecting a task and point within that task to interrupt the behavior chain. Continuation of the activity is then contingent upon emitting the target oral communication response. For example, while doing dishes the trainer briefly stops the action with a cue such as, "What do you want?" A correct response (e.g. "Do dishes.") results in maintenance of the ongoing event. Stimulus-specific and interrupted-task reinforcement are considered superior to unrelated tangible reinforcement or social praise alone (see Figure 5).

Figure 5. Example of prioritization summary recording form.

PRIORITIZATION SUMMARY SHEET

Name ____________________ Date ____________________

| RANK | HIERARCHY OF EXPRESSIVE WORDS/PHRASES/SENTENCES | ACTIVITY | APPROPRIATE TRAINING LOCATIONS | APPROPRIATE TRAINING TIMES | PERSON TO WHOM COMMUNICATION IS DIRECTED | ASSESSMENT RESULTS | TYPE OF REINFORCER |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
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| | | | | | | | |
| | HIERARCHY OF RECEPTIVE WORDS/PHRASES/SENTENCES | | | | | | |
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## STEP 10. INTERPRETATION OF RESULTS AND INTERVENTION

The final step in the curriculum development process is the interpretation of results and construction of appropriate communication intervention. This environmental approach is best supported by systematic, data-based instruction. This method allows the interventionist to detect acquisition of the behavior or, if needed, alter the methodology accordingly.

Program conditions relevant to instruction are found on the Environmental Communication Summary (e.g. activity, location, time, person communicating with, appropriate reinforcer). Components of systematic instruction which are important to deliniate include a behaviorial objective, method of probing, prompting, reinforcement type and schedule, and provisions for maintenance and generalization (see sample program format in Appendix).

Training opportunities should occur during every natural occasion or during contrived situations which approximate actual occasions. When the latter approach is selected, mastery of the behavior should be dependent on performance during the natural occasion. Another consideration includes the choice of massed versus distributed trials. In massed repetitions, several trials occur in one block of time. Distributed trials include discrete behaviors for a single student, or group instruction in which other students provide cues and reinforcement, eliminating "down-time".

The greatest attention to instruction should be given to high priority communication items. When low priority items occur in the same activity, there is justification for including those communication items into the instruction of the high priority item. Likewise, receptive and expressive communication may be trained concurrently within the same activity, or separately as training time allows.

Finally, communication-related factors (e.g. eye contact, loudness, intelligibility, etc.) should be incorporated into programs featuring the receptive or expressive communication item, and not in isolation. Separate programs may address those deficiencies in the context of the communication program, or reinforcement may be contingent on the correct expressive or receptive response plus the communication-related item.

# APPENDIX A

## Example of Future Residential Environment Interview

FUTURE ENVIRONMENT P.V. HOUSE

Date 7-24-85
Respondents - Jan Spiers, Debbie Langseth
Interviewer - Bonnie Ruth

Domain: Domestic
Environment: P.V. House
Subenvironment: Yard

| | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Activity:<br>Initiates recreation activity with one other known person. | | | (Picking up Frisbee and throwing it.) | Want to play Frisbee? |
| Uses recreation equipment appropriately/safely. | (Physically prompting with verbal.) Hit like this. | Hit the ball, not Jon. | | Excuse me. |
| Demonstrates socially/sexually appropriate behaviors. | (Throw Frisbee without asking.) | Do you want to play Frisbee? | (Screaming/laughing loudly) Hi! | (Cheering people on) Come on Jon. Good job. |
| Subenvironment: Staff Office<br>Activity:<br>Participates in management or personal money. | How much money do you want? (with a picture cue.) | How much money do you want? (without a picture cue.) | | |
| Uses phone for help, information, recreation. | Do you want to use the phone? | Do you want to use the phone? | | |
| Demonstrates social/sexual appropriate behaviors. | How was your day? (show exercises) | How was your day? (verbally describe day) | (Hand note from work.) | We're going to Richmond from the Workshop. |
| Communicate needs and wishes appropriately. | | | (No initiation) | I need my pills. |

| | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| Subenvironment: Staff Office<br>Activity: | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Responds to emergency sounds & situations. | (No response) Fire, get out. (with gesture) | (goes when alarm heard.) | | |
| Takes medications when presented. | Here's your medicine. (When presented) | Get a glass of water. | | |
| Subenvironment: Basement<br>Activity:<br>Participates in washing/drying clothes. | Push, pull, turn. (with gesture) | Work the dots. Turn, Push, Pull. | | |
| Stores food appropriately. | Help Carolyn. (withpresentation of sack of groceries.) | Help Carolyn. (with presentation of sack of groceries.) | | |
| Communicates needs and wishes appropriately. | | | Soda | Can I have some money? |
| Subenvironment: Dining room<br>Activity:<br>Set table appropriately. | Put it here (withgesture) | What else do you need? "How are forks?) | | |

| Subenvironment: Dining Room<br>Activity: | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Demonstrates appropriate eating habits and table manners. | Eat slowly. | Eat slowly. | | |
| Cleans place and table after meals. | "Dirty" (gesture to kitchen) | If you're finished you can leave. | | |
| Communicates needs and wishes appropriately. | Pass food when asked.<br>(Answers what they did today 1-2 words) | Pass food when asked/<br>(Sentences and initiating conversation.) | (Gesturing to milk) | Pass the milk, please. |
| Subenvironment: Living Room<br>Activity:<br>Participates in group recreation activities regularly. | Turn it down. (with gesture) | Turn it down. | | |
| Demonstrates socially/sexually appropriate behaviors. | Turn it down.<br>Move. | Turn it down.<br>Move. | (Putting record on without asking when another one is being played.) | I want to listen to my record now. |
| Participates in general housekeeping. | Pick up paper, puzzles, (etc.) | It's time to clean up. | | |

| | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Subenvironment: Living Room<br>Activity:<br>Communicates needs and wishes appropriately. | | | (Pointing to TV) | Can I watch TV? Do you want to watch Dukes of Hazzard? |
| Participates in instruction when requested/ | Do you want to print your name?<br>Go to the office | Look at your cards, what do you want to do? | | |
| Subenvironment: Kitchen<br>Activity:<br>Independently prepares a variety of nutritional breakfasts for self. | Do you want cereal? (yes, no) | What do you want to eat? (go get it) | | |
| Participates in preparation of variety of dinners with minimal supervision. | Cut it small. (with model) | Will you make the salad? (given ingredients, client makes salad) | | |
| Washes and dries dishes and pots/pans. | Let's wash dishes. | It's your night for clean-up. | | |
| Cleans cooking and eating area after each meal. | Let's wipe stove or clean table. | Are you sure you're all done? (with natural $S^D$s) | | |

| SUBENVIRONMENT: Kitchen<br>Activity: | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Washes and dries hands before and after food preparation and clean-up. | Wash your hands. | Wash your hands. | | |
| Uses phone for help, information, and recreation. | | | Hello.(Grunt for person.) | Hello. Can I help you? (Calling for correct person.) |
| Communicates needs and wishes appropriately. | | | (Gesturing, pointing to food.) | I want soup. |
| Subenvironment: Bathroom<br>Activity: Independently brushes teeth after meals. | Brush your teeth. | Brush your teeth. | | |
| Flosses teeth daily. | Floss your teeth. | Floss your teeth. | | |
| Independently showers/bathes daily. | It's time to take a shower. | (Natural $S^D$.) | | |

SUBENVIRONMENT: Bathroom

| | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| Activity: | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Washes body parts as needed. | Wash your body. (with model) | (Natural $S^D$.) | | |
| Undress independently. | Take off your sock, (etc.) | It's dirty, put it in the basket. | | |
| Dresses independently. | Put on your sock, (etc.) | Are they clean? | | |
| Shampoos hair independently. | Rinse the top. (with gesture) | Get the soap out.<br>Rinse your hair. | | |
| Uses personal grooming items as needed and appropriately. | | | (Taking without asking -pointing.) | Can I use your comb? |
| Communicates needs and wishes appropriately. | | | (Opening door) Oops!<br>(Pushing) | (Knocking) Any one in here?<br>Can you move over? (to use the sink.) |

| SUBENVIRONMENT: Bathroom<br>Activity: | RECEPTION |  | EXPRESSION |  |
|---|---|---|---|---|
|  | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Maintains personal property in appropriate places. | Put it away. (Holding object.) | Put it away. |  |  |
| (Shaves daily). | Shave here. (with gesture.) | Shave again. Do you need a new razor? |  |  |
| (Demonstrates appropriate feminine hygiene care). | Do you need a pad? | Are you having your period? |  |  |
| Subenvironment: Bedroom<br>Activity: Independently dresses in appropriate clothes/accessories. | Get shorts today. | Your shoes are on the wrong feet<br>It's hot today, wear shorts. |  |  |
| Cleans room on regular basis. | Hang it up. (with gesture.) | Clean your room. |  |  |
| Communicates needs and wishes appropriately. |  |  | (Pointing) Your sock? | Can I listen to your stereo?<br>Do you want to?<br>Go away. |

| DOMAIN: COMMUNITY<br>ENVIRONMENT: RESTAURANTS | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Subenvironment: Waiting area<br>Activity:<br>Enters and waits in appropriate line. | Wait here. | Wait quietly. | | |
| Demonstrates socially appropriate behaviors. | | | (Smiling, nodding, nonattention behaviors.) | Hi. How are you? Do you like hamburgers? |
| Subenvironment: Seating Area<br>Activity:<br>Requests items from menu. | Do you want Pepsi? Do you want Coke? (Pictures.) | Do you want Pepsi or Coke? | | |
| Demonstrates socially appropriate behaviors. | | | (Ordering with pictures.) I want more. | I want soda. Do you like your meal? (3-4 word sentences initiating conversation. |
| Subenvironment: Food Area<br>Activity:<br>Takes appropriate amounts of food. | One spoonful. | Just a little. | | |
| Subenvironment: Check-out Area<br>Activity:<br>Presents items at counter(cafeteria/bill.) | Give them your money. | Pay for your food. (Cashier.) | | |

| | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| SUBENVIRONMENT: Check-out Area | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Activity:<br>Communicates needs and wishes as desired. | | | (Handing money, paying, smiling, eye contact.) | Did you have a nice meal? (Take one mint.) |
| Subenvironment: Restroom<br>Activity:<br>Enters correct restroom. | Do you need to go to the bathroom? | Do you need to go to the bathroom? | | |
| Environment: Public Facilities(Night Club, Night College, theatre, sport events, concerts) | | | | |
| Subenvironment: Lobby<br>Activity:<br>Arrives on time for planned activities. | Wait here. | Wait in line. Your turn. | | |
| Enters and waits in appropriate line. | | | (Appropriate volume voice, smile, wave to any known person.) | Hello, how are you? Are you going to see the movie? |
| Identifies self by stating name, address and ID card at appropriate times. | What is your name? (Show card) | Do you have an appointment? What is your name? (verbal.) | | |

| SUBENVIRONMENT: Lobby | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Activity:<br>Exchanges money/ticket to make appropriate purchase. | | | (eye contact, smile, hand money.) | One, please. |
| Subenvironment: Activity Area<br>Activity:<br>Participates in activities appropriately. | | Do you want to dance? | Yes/No (modeling actions of others.) | (Appropriate response to lowered lights, no screaming.) |
| Subenvironment: Concession Area<br>Activity:<br>Acquires desired purchase from cashier/vending machine. | | Large or small? | Help. (Handing money, pointing to cup.) | Soda, popcorn. Large/small. |
| Communicates needs and wishes as desired. | Do you want popcorn?<br>Do you want coke? | Do you want popcorn or coke? | | |
| Subenvironment: Restroom<br>Activity:<br>Communicates needs and wishes as desired. | | | (Gestures, grabs crotch.) | (Going independently.) |
| | | | | |

| | RECEPTION<br>Minimum Example | <br>Maximum Example | EXPRESSION<br>Minimum Example | <br>Maximum Example |
|---|---|---|---|---|
| Environment: Service Locations - Medical<br>Subenvironment: Parking Lot<br>Activity:<br>Travels to/from parking lot/service location safely. | Wait, car's coming. | Can we go? (When crossing street.) | | |
| Subenvironment: Reception/ Waiting area<br>Activity:<br>Presents needed information when asked. | What's your name? (Show card.) | Do you have an appointment?<br>What's your name? (verbal) | | |
| Responds when name is called. | Billy, it's your turn. | Hear name in noise. | | |
| Subenvironment: Service Area<br>Activity:<br>Follows staff's instructions/answers questions. | Take Clothes off<br>Does this hurt? | How are you feeling?<br>Do you take pills? | Yes/No | My foot hurts.<br>I have a headache. |
| Subenvironment: Restroom<br>Activity:<br>Communicates needs and wishes as desired. | | | Help. | I can't pee in the cup. |
| ENVIRONMENT: Purchasing Locations - Grocery Store, Store, Pharmacy<br>Subenvironment: Parking Lot | | | | |
| Activity:<br>Demonstrates socially appropriate behaviors. | | | (No response.) | Can you help me?<br>Where are you going (to the busdriver)? |

| | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Subenvironment: Aisles<br>Activity: Locate and obtains items on list. | (With picture in aisle.) Get the _____. | Here's your list. | | |
| Communicates needs and wishes as desired. | | | Soap(Smiling, eye contact). | Excuse me, I need help. Where's the ___________. |
| Demonstrates socially appropriate behaviors. | Pull cart over. (With model/physical prompts) | Hi. Excuse me. (Person moves) | | |
| Subenvironment: Counter/ Check-out<br>Activity: Enters and waits in appropriate line. | Put your cart here. | Don't block aisle. | | |
| Makes purchase (money-obtain parcel). | | | (Pointing to picture.) | Thank you. |
| Subenvironment: Office<br>Activity: Communicates needs and wishes as desired. | (Responding when name called). | Is this your address?<br>Where do you work?<br>What is your phone number? | (Showing blue card.) | (States name, address, phone number, and place of employment.) |

| | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Environment: City Streets<br>Subenvironment: Sidewalks<br>Activity:<br>Travel to predetermined destination safely and appropriately. | Follow me to the bus. | Let's go to Night College/ | | |
| Gets on correct bus going to pre-determined destination. | Put your money in. | Get your money out. | | |
| Remains with group (if appropriate). | Walk slow/fast, | Look both ways. Cross street carefully. | | |
| Communicates needs and wishes as desired. | | | No cars (Self talk). | Hi! How are you? (at appropriate volume without inappropriate physical contact.) |
| Subenvironment: Street Intersections<br>Activity:<br>Crosses controlled intersections. | No cars. Go. | Are there any cars? | | |
| | | | | |

| | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| DOMAIN: Vocational<br>ENVIRONMENT: Workshop V - CAARC<br>Subenvironment: Work Station<br>Activity: Arrives daily on time. | Time to go to work. Bus is here. | Time to go to work. Bus is here. | | |
| Reports to work station/staff. | Sit down. | Get to work. | | |
| Communicates needs and wishes as desired. | Do you need help? | | (Raise hand). | I need to go to the bathroom.<br>Help, please.<br>I need more parts. |
| Demonstrates socially appropriate behaviors. | | | Hi! How are you? | Are you going to Night College? |
| Subenvironment: Lunch Area<br>Activity: Obtains own lunch and necessary utensils. | Get your lunch.<br>Here's your lunch. | It's lunch time. | | |
| Purchases drink. | Here's your quarter. | (Natural $S^D$) | | |

| | RECEPTION | | EXPRESSION | |
|---|---|---|---|---|
| | Minimum Example | Maximum Example | Minimum Example | Maximum Example |
| Subenvironment: Lunch Area<br>Activity:<br>Eats lunch in appropriate/designated areas. | | | Help (Point to vending machine, tug sleeve for help.) | Curly hit me.<br>I need help with soda. |
| Cleans up after own lunch. | Clean the table. | | | |
| Returns to work on time. | Time to go to work (model others). | Time to go back to work. | | |
| Subenvironment: Restroom<br>Activity:<br>Adjusts clothing. | Pull your zipper (with gesture). | Pull up your zipper. | | |
| | | | | |
| | | | | |

# APPENDIX B

## Environmental Communication Prioritization Definitions

# ENVIRONMENTAL COMMUNICATION PRIORITIZATION DEFINITIONS

ANSWER "YES" (CHECK)...

1. IS THE WORD/PHRASE/SENTENCE CHRONOLOGICALLY AGE-APPROPRIATE?

...when the word/phrase/sentence is used by other nonhandicapped individuals of the same chronological age, This assures its usefulness over time. For example, the word "pee-pee" would not be age-appropriate for an adolescent or young adult. An approximation of "toilet" would be more suitable for that age individual. Concern is for vocabulary and activity and not for the structure of the word/phrase/sentence.

2. DOES THE WORD/PHRASE/SENTENCE ELICIT A RESPONSE WHICH IS REINFORCING FOR THE INDIVIDUAL?

...when the word/phrase/sentence appears in the list of items which are reinforcing for the individual. To determine this, check the Reinforcement Information Sheet in the Environmental Communication Survey for the word/phrase/sentence being considered.

3. IS THE WORD/PHRASE/SENTENCE USED ACROSS DOMAINS?

...when the word or word(s)(main nouns and verbs) of a phrase or sentence occur in at least one other domain. To determine this, check the target performance columns on the Environmental Communication Survey for the other three domains for the word or exact word combination as the word or key word(s) being considered.

4. IS THE WORD/PHRASE/SENTENCE USED FREQUENTLY WITHIN A DOMAIN?

...when the word/phrase/sentence is used more than once within a domain. To determine this check the target performance columns of the various environments within each domain of the Environmental Communication Survey.

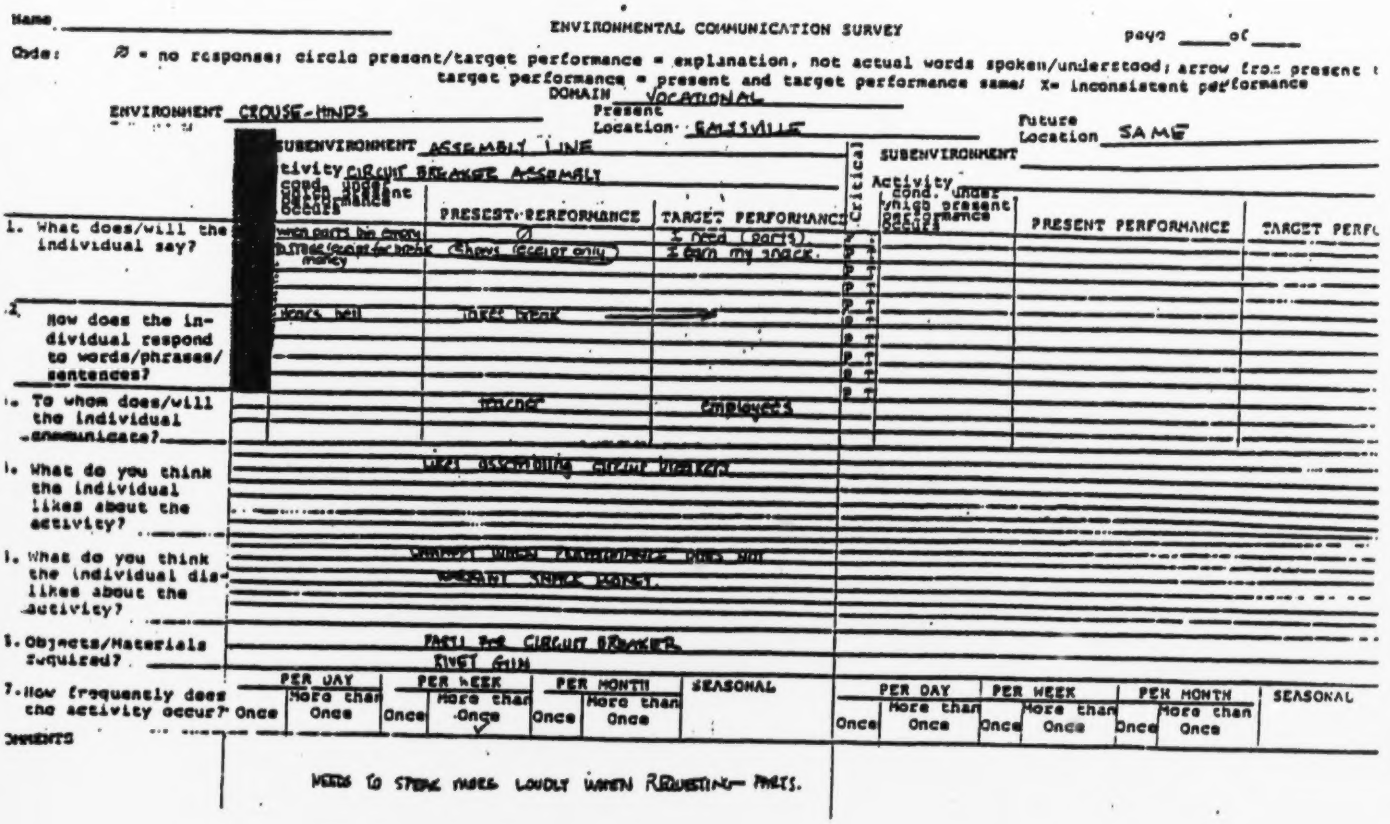
5. DOES THE WORD/PHRASE/SENTENCE REPRESENT A BASIC HUMAN NEED?

...when the word/phrase/sentence conveys information concerning comfort, physical well-being, health or safety. Examples of expressive words and sentences include: "I want out of my chair", "drink", "food", "toilet", and "I feel sick". Examples of receptive words and phrases include: "stop", "Come here", and "no".

ANSWER "YES" (CHECK)...

6. IS THE WORD/PHRASE/SENTENCE CONSIDERED "CRITICAL" BY THE TEACHER AND/OR PARENT?

...when either or both the parent and teacher indicate that the word/phrase/sentence is critical to learn. Critical refers to a word/phrase/sentence which concerns the parent or teacher most. It is considered vital, the individual absolutely has to know it for health or safety reasons. To determine this, check the "critical" column on the Environmental Communication Survey for a circled "P" or "T".



Name ______________________

ENVIRONMENTAL COMMUNICATION SURVEY

page ____ of ____

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t target performance = present and target performance same; X= inconsistent performance

DOMAIN VOCATIONAL

ENVIRONMENT CROUSE-HINDS

Present Location BALDWINSVILLE

Future Location SAME

[redacted]

UBENVIRONMENT ASSEMBLY LINE

tivity CIRCUIT BREAKER ASSEMBLY

| | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical |
|---|---|---|---|---|
| 1. What does/will the individual say? | when parts bin empty | Ø | I need (parts). | P T |
| | to stage (request for break money) | (Shows receipt only) | I earn my snack. | P T |
| | | | | P T |
| | | | | P T |
| 2. How does the individual respond to words/phrases/sentences? | Hears bell | Takes break | → | P T |
| | | | | P T |
| | | | | P T |
| | | | | P T |
| | | | | P T |
| | | | | P T |
| 3. To whom does/will the individual communicate? | | Teacher | Employees | |

4. What do you think the individual likes about the activity? Likes assembling circuit breakers

5. What do you think the individual dislikes about the activity? Unhappy when performance does not warrant snack money.

6. Objects/Materials required? Parts for circuit breaker
Rivet gun

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | ✓ | | | |

COMMENTS

NEEDS TO SPEAK MORE LOUDLY WHEN REQUESTING PARTS.

SUBENVIRONMENT ______

Activity ______

| cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERF |
|---|---|---|
| | | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

ANSWER "YES" (CHECK)...

7. DOES THE WORD/PHRASE/SENTENCE REPRESENT A RESPONSE WITH STIMULUS-SPECIFIC REINFORCEMENT?

...when the word/phrase/sentence is fuctional in the individual's environment and can potentially serve as its own reinforcement. Examples of a word/phrase/sentence which contain stimulus-specific reinforcement include:

Expressive-

| Reference: | Target Performance | Reinforcement |
|---|---|---|
| Asking for toy car. | "I want car." | Give individual the car. |
| | Receptive- | |
| Listening to the radio. | Turn on the radio. | Listening to the music. |

Examples of a word/phrase/sentence in which stimulus-specific reinforcement cannot be applied include:

Expressive-

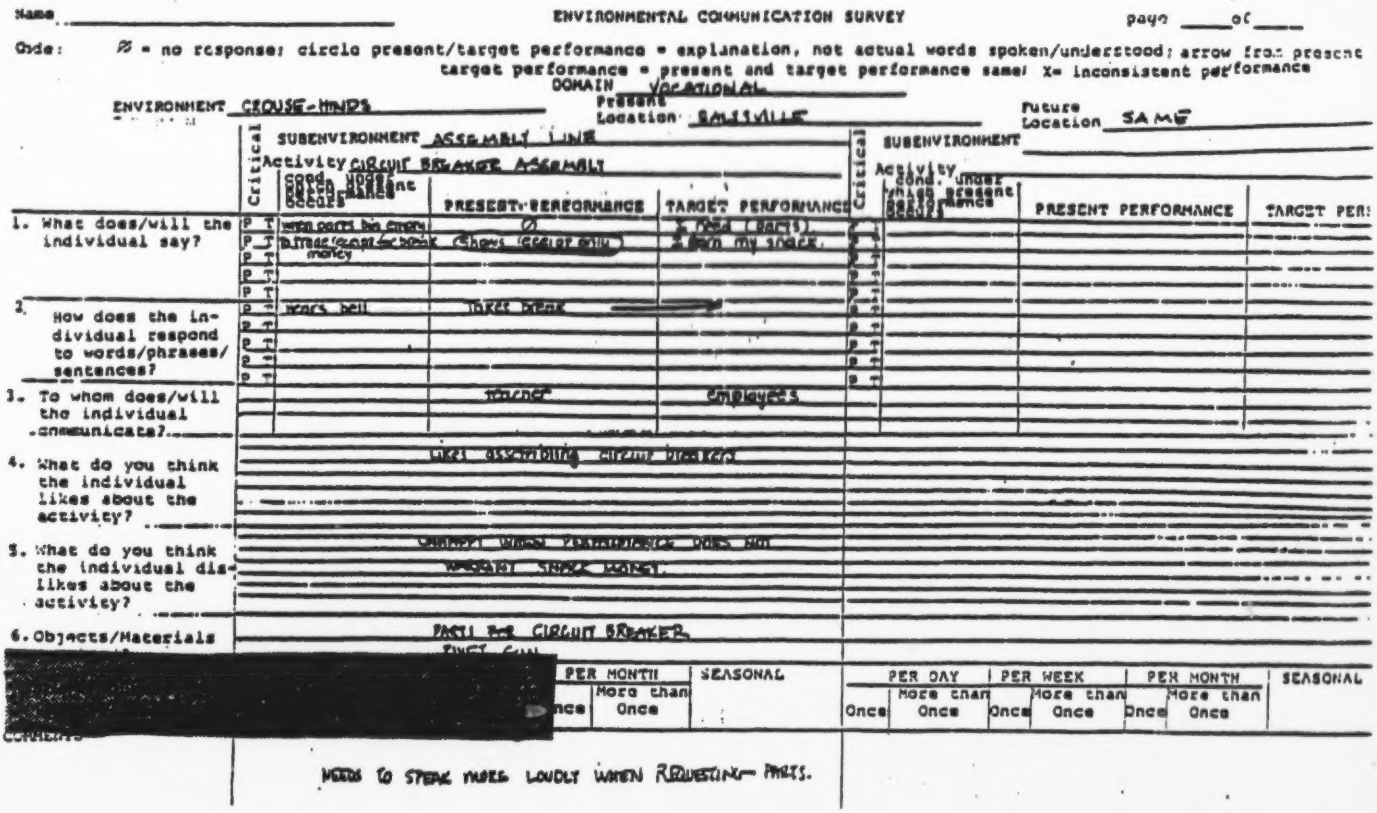
| Reference: | Target Performance | Reinforcement |
|---|---|---|
| Asking to go for a ride in the car/ | "Go car" | (Unable to take individual for a ride every time it is said.) |
| | Receptive- | |
| Naming pictures in book. | Touch the ball. | Give individual an edible. |

ANSWER "YES" (CHECK)...

4.

8. DOES THE ACTIVITY IN WHICH THE WORD/PHRASE/SENTENCE IS USED OCCUR WEEKLY OR MORE FREQUENTLY?

...when the activity in which the word/phrase/sentence is used occurs weekly or more frequently. To determine this, check the frequency question (question #7) on the Environmental Communication Survey for a mark in the daily or weekly space. Any activity which is "seasonal" even if it occurs weekly or more frequently, is not checked.



Name ________________ ENVIRONMENTAL COMMUNICATION SURVEY page ____ of ____

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present target performance = present and target performance same; X= inconsistent performance

DOMAIN Vocational

ENVIRONMENT Crouse-Hinds

Present Location Baldwinsville

Future Location Same

SUBENVIRONMENT Assembly Line

Activity Circuit Breaker Assembly

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERF |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | when parts bin empty | Ø | I need (parts). | P T | | | |
| | P T | at break [illegible] snack money | (Shows [illegible]) | I earn my snack. | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | hears bell | takes break | → | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher | employees | | | | |
| 4. What do you think the individual likes about the activity? | | | likes assembling circuit breakers | | | | | |
| 5. What do you think the individual dislikes about the activity? | | | unhappy when performance does not warrant snack money. | | | | | |
| 6. Objects/Materials | | | parts for circuit breaker<br>rivet gun | | | | | |

[redacted]

| | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|
| [redacted] | nce | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

needs to speak more loudly when requesting parts.

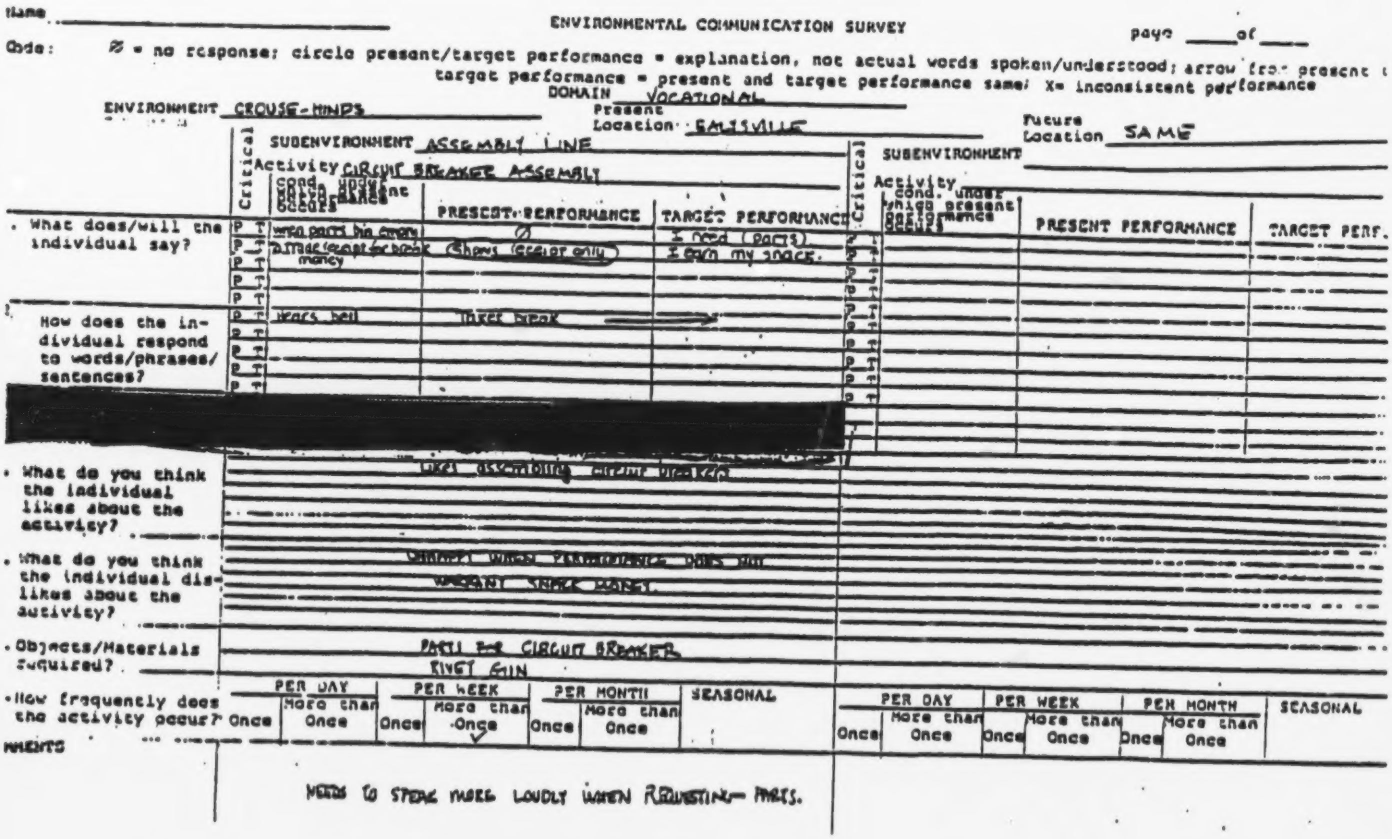
9. IS THE WORD/PHRASE/SENTENCE LISTED IN THE FUTURE ENVIRONMENT?

...when the word/phrase/sentence is indicated in the minimal response portion of the Future Environmental Survey. To determine this check the Future Environmental Survey for the word/phrase/sentence or key word(s)(main nouns and verbs) being considered. The word/phrase/sentence or key word combination may be indicated in any environment.

ANSWER "YES" (CHECK)... 5.

10. CAN THE WORD/PHRASE/SENTENCE BE USED AMONG A VARIETY OF PEOPLE?

...when more than one person is listed in either present or target performance columns in one environment or a word/phrase/sentence appears in more than one environment with different people targeted. Also, consider two parents "a variety of people".



Name ______________

ENVIRONMENTAL COMMUNICATION SURVEY

page ____ of ____

Code: ∅ = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN VOCATIONAL

ENVIRONMENT CROUSE-HINDS

Present Location SALISVILLE

Future Location SAME

SUBENVIRONMENT ASSEMBLY LINE

Activity CIRCUIT BREAKER ASSEMBLY

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| • What does/will the individual say? | P T | when parts bin empty | ∅ | I need (parts). |
| | P T | [illegible] for break money | Shows [illegible] only | I earn my snack. |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| How does the individual respond to words/phrases/sentences? | P T | Hears bell | Takes break | → |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |

[redacted]

• What do you think the individual likes about the activity? Likes assembling circuit breaker

• What do you think the individual dislikes about the activity? Unhappy when performance does not warrant snack money.

• Objects/Materials required? Parts for circuit breaker, Rivet gun

• How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | ✓ | | | |

COMMENTS Needs to speak more loudly when requesting parts.

SUBENVIRONMENT ______

Activity ______

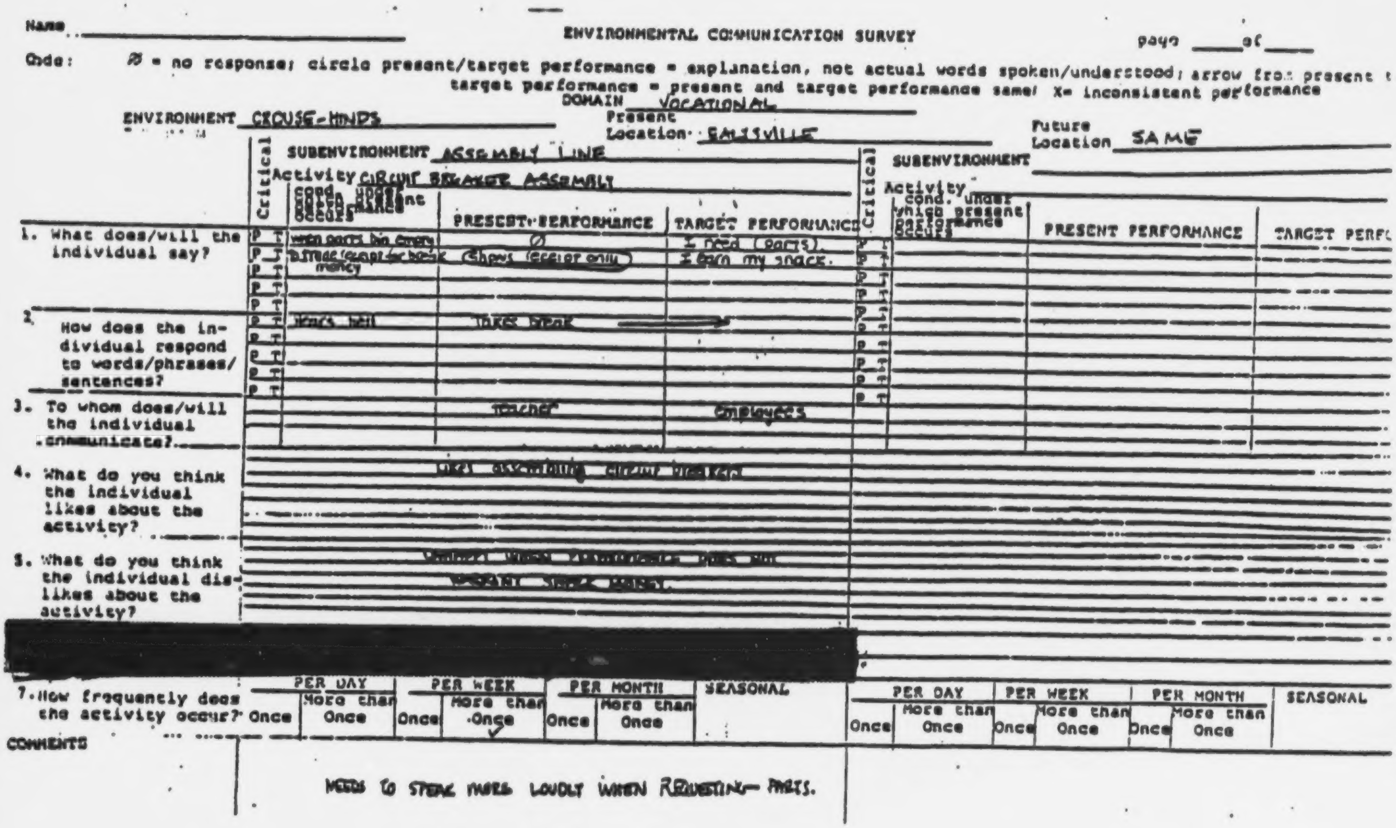
| Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERF. |
|---|---|---|---|
| P T | | | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

ANSWER "YES" (CHECK)...

11. DOES THE WORD/PHRASE/SENTENCE REPRESENT A FAMILIAR OBJECT?

...when the word/phrase/sentence represents a familiar object. To determine this, check for the word/phrase/sentence in the responses to question 6 on the Environmental Communication Survey.



Name ______________________ ENVIRONMENTAL COMMUNICATION SURVEY page ____ of ____

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN VOCATIONAL

ENVIRONMENT CROUSE-HINDS

Present Location [illegible]

Future Location SAME

SUBENVIRONMENT ASSEMBLY LINE

Activity CIRCUIT BREAKER ASSEMBLY

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | when parts bin empty | Ø | I need (parts). |
| | P T | [illegible] money | (Shows [illegible] only) | I earn my snack. |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Hears bell | Takes break | → |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | Teacher | Employees |
| 4. What do you think the individual likes about the activity? | | | Likes assembling circuit breakers | |
| 5. What do you think the individual dislikes about the activity? | | | [illegible] snack money. | |

SUBENVIRONMENT ____________

Activity ____________

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERF |
|---|---|---|---|---|
| 1. | P T | | | |

[redacted]

| 7. How frequently does the activity occur? | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL |
|---|---|---|---|---|---|---|---|
| | | | | ✓ | | | |

| | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

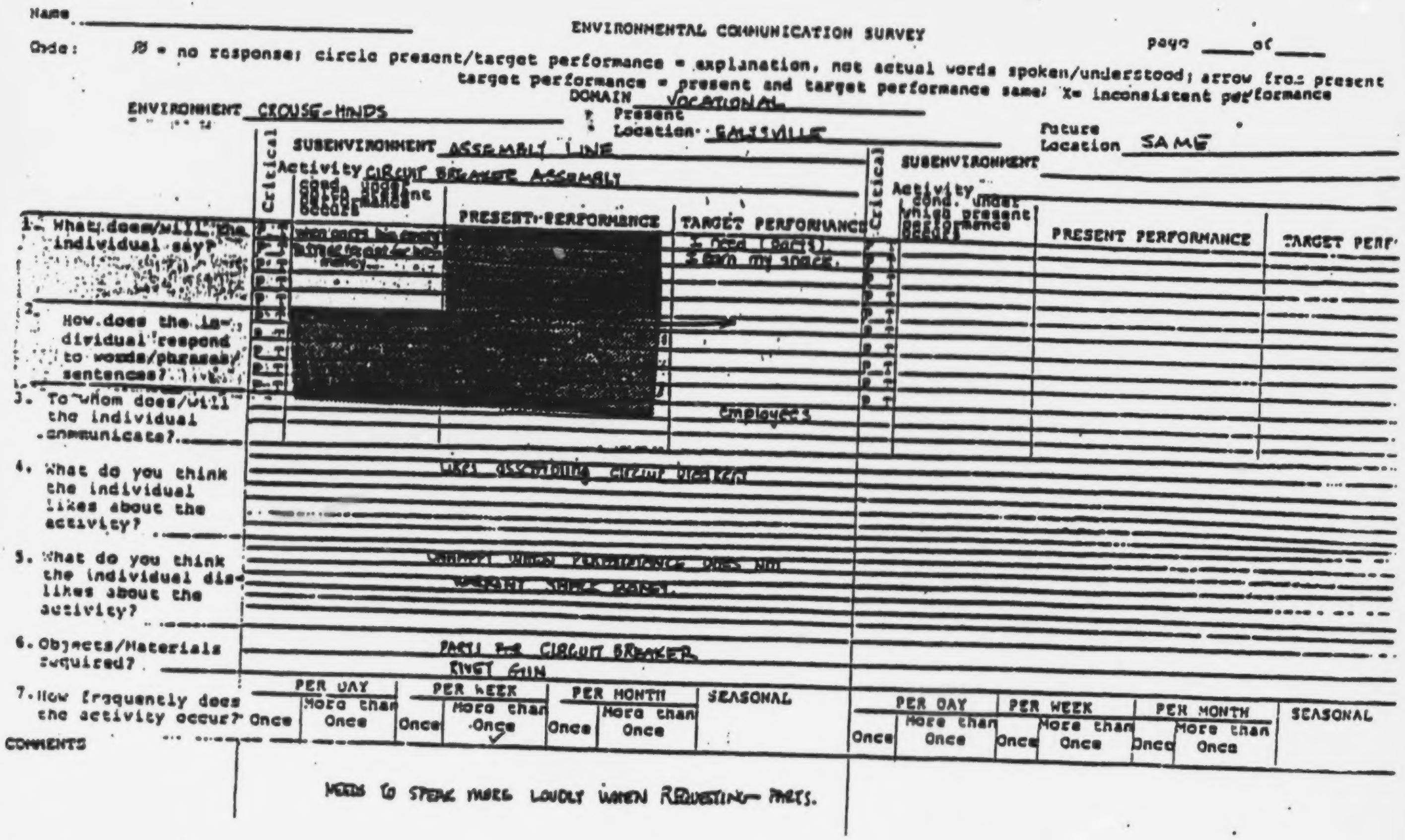
COMMENTS

NEEDS TO SPEAK MORE LOUDLY WHEN REQUESTING PARTS.

ANSWER "YES" (CHECK)...

12. IS THE WORD/PHRASE/SENTENCE IN THE INDIVIDUAL'S RECEPTIVE VOCABULARY?

...When the individual demonstrates that they understand the key word(s) (main nouns and verbs) of the word/phrase/sentence. To determine this, check for the word/phrase/sentence in the present performance column or the conditions under which present performance occurs column of question #2 on the Environmental Communication Survey. Also, check the present performance column of question #1. Consider the word/phrase/sentence to be in the individual's receptive vocabulary if it appears in their spoken vocabulary.



Name ____________________

ENVIRONMENTAL COMMUNICATION SURVEY

page ____ of ____

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present target performance = present and target performance same; X= inconsistent performance

ENVIRONMENT CROUSE-HINDS

DOMAIN VOCATIONAL

Present Location [illegible]

Future Location SAME

SUBENVIRONMENT ASSEMBLY LINE

Activity CIRCUIT BREAKER ASSEMBLY

SUBENVIRONMENT

Activity

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERF |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | [illegible] | [redacted] | I need (parts). | P T | | | |
| | P T | [illegible] | | I earn my space. | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | [redacted] | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | | Employees | | | | |

4. What do you think the individual likes about the activity? LIKES ASSEMBLING CIRCUIT BREAKER

5. What do you think the individual dislikes about the activity? UNHAPPY WHEN PERFORMANCE DOES NOT [illegible]

6. Objects/Materials required? PARTS FOR CIRCUIT BREAKER
RIVET GUN

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | ✓ | | | | | | | | | | |

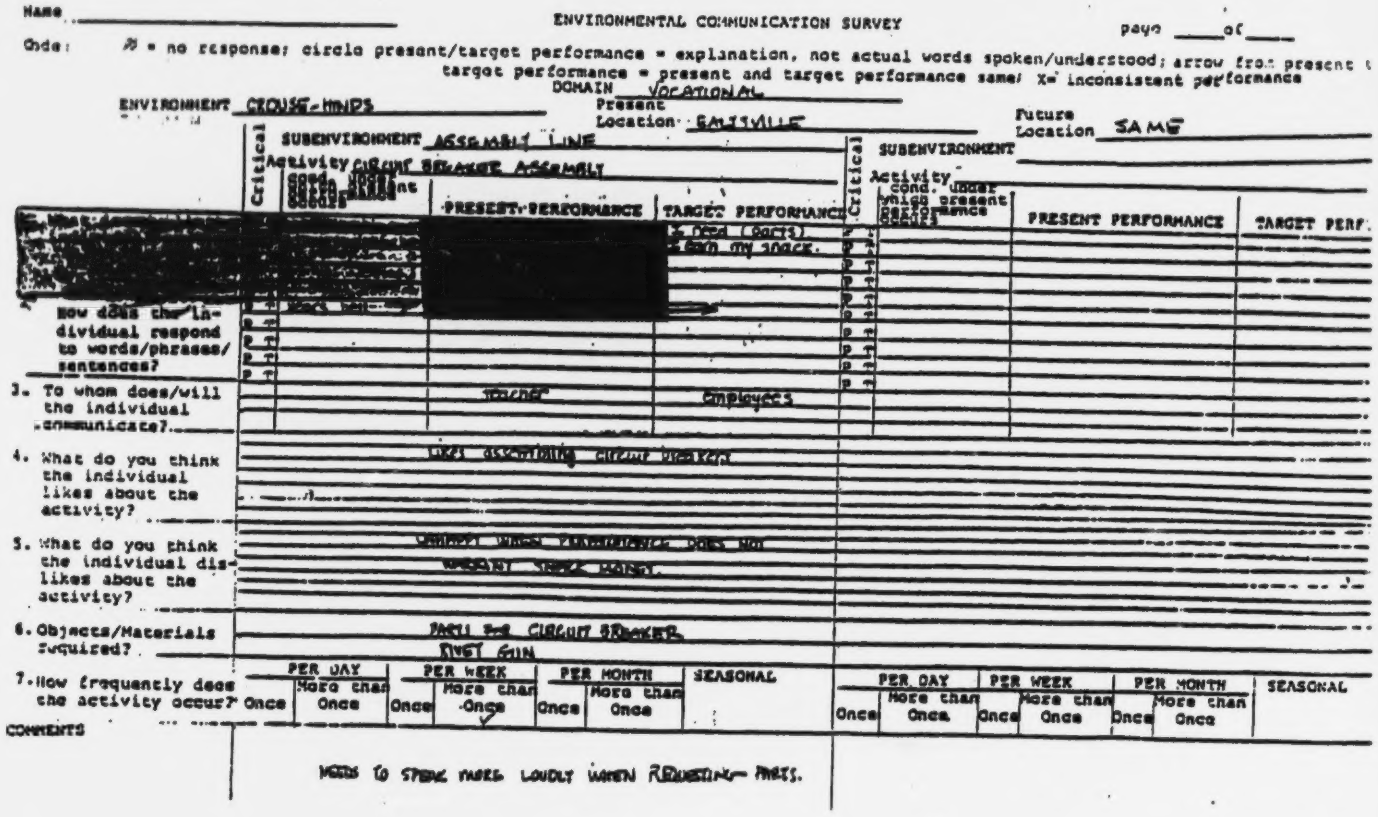
COMMENTS

NEEDS TO SPEAK MORE LOUDLY WHEN REQUESTING PARTS.

ANSWER "YES" (CHECK)...

13. DOES THE WORD/PHRASE/SENTENCE CONTAIN SOUNDS FROM THE INDIVIDUAL'S SPOKEN VOCABULARY?

...when the initial sound of a word or key word(s)(main nouns and verbs) of a phrase or sentence are produced in any position of other words (initial, medial or final position) the individual produces. If the word begins with more than one consonant (e.g.drink, kleenex, etc.) the individual must be able to produce the combination and not the individual sounds to receive credit. To determine this, check the present performance column of question #1 on the Environmental Communication Survey for the sound being considered.



Name ________________

ENVIRONMENTAL COMMUNICATION SURVEY

page ____ of ____

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t target performance = present and target performance same; X= inconsistent performance

DOMAIN VOCATIONAL

ENVIRONMENT CROUSE-HINDS

Present Location GAYLSVILLE

Future Location SAME

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERF. |
|---|---|---|---|---|---|---|---|---|
| SUBENVIRONMENT | ASSEMBLY LINE | | | | SUBENVIRONMENT | | | |
| Activity | CIRCUIT BREAKER ASSEMBLY | | | | Activity | | | |
| [redacted] | | | [redacted] | I need (parts) | P T | | | |
| | | | | I earn my snack. | P T | | | |
| How does the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher | employees | | | | |
| 4. What do you think the individual likes about the activity? | | | Likes assembling circuit breakers | | | | | |
| 5. What do you think the individual dislikes about the activity? | | | Unhappy when performance does not warrant snack money. | | | | | |
| 6. Objects/Materials required? | | | Parts for circuit breaker<br>Rivet gun | | | | | |

| 7. How frequently does the activity occur? | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | ✓ | | | | | | | | | | |

COMMENTS

Needs to speak more loudly when requesting parts.

ANSWER "YES" (CHECK)...

14. IS THE WORD/PHRASE/SENTENCE MOTORICALLY SIMPLE?

...when the consonants of the word/phrase/sentence are more visible. That is, the articulators involved in the consonant production are in the front of the mouth (lips, teeth, front palate) not in the back of the mouth (middle or back palate). The placement of consonant sounds is shown below. Moving from left to right the sounds are produced further back in the mouth, therefore decreasing in visibility. Consonant sounds appearing in the box are considered motorically simple because they are produced in the front of the mouth and are more visible. Consonant sounds appearing outside the box are not considered motorically simple. A consonant blend (two or more consonants together in a word) is not considered motorically simple. Examples of consonant blends are "tw", "bl", "br, etc.

To determine if the consonants are motorically simple, all consonants in the key word(s) (main noun and verb) must appear within the box below.

Most Visible Sounds (produced in front of mouth) ⟷ Least Visible Sounds (produced in back of mouth)

| | | | | | | |
|---|---|---|---|---|---|---|
| m (man) | f (fool) | θ (think) | n (n) | S (she) | j (yes) | n (song) |
| p (pie) | v (vase) | ð (this) | t (tie) | ʒ (measure) | | k (kite) |
| b (bye) | | | d (dye) | | | g (go) |
| | | | s (some) | | | h (hot) |
| | | | z (zoo) | | | wh (why) |
| w (wet) | | | r (rye) | | | |
| | | | l (lie) | | | |

Note: The sounds "w", "r", and "l" are produced in relatively visible positions, however, they have been excluded from the motorically simple chart because of their more difficult manner of articulation.

ANSWER "YES" (CHECK)...

15. CAN THE PHRASE OR SENTENCE BE SIMPLIFIED OR CAN ANOTHER WORD BE SUBSTITUTED WHICH CONTAINS SOUNDS THAT ARE A PART OF THE INDIVIDUAL'S SPOKEN VOCAULARY OR CAN ANOTHER WORD BE SUBSTITUTED WHICH CONTAINS CONSONANTS WHICH ARE MOTORICALLY SIMPLE?

...when the phrase or sentence can be shortened or simplified and still convey the same meaning. Also, credit is given if a motorically simple word, or a word containing sounds within the individual's spoken vocabulary, can be substituted for the difficult to produce word. For example, if the word "Kleenex" was not checked for questions 13 or 14, then the word "tissue" could be substituted since it meets the criteria of being motorically simple and/or contains sounds from the individual's spoken vocabulary.

# APPENDIX C

## References from the Literature Supporting Questions Chosen for the Prioritization Instrument

## REFERENCES FOR PRIORITIZATION

1. Is the word chronologically age appropriate?

Guess, D., Keogh, W. & Sailor, W. (1979). Generalization of speech and language behavior - Measurement and training tactics. In R.L. Schiefelbusch (Ed.), Basis of Language Intervention (pp.373-395). Baltimore, Maryland: University Park Press.

Hall, J.W. (1982). Teaching functional language to the handicapped: An integrative model of natural environment teaching techniques. The Journal of the Association for the Severely Handicapped, 7. 29-37.

Reiche, J., Williams, W. & Ryan, S. (1981). Selecting signs for the formulation of an augmentative communicative modality. The Journal of the Association for the Severely Handicapped, 6, 48-56.

2. Does the word elicit a response which is reinforcing for the individual?

Goetz, L., Schuler, A., & Sailor, W. (1979). Teaching functional speech to the severely handicapped: Current issues. Journal of Autism and Development Disablities, 9, 325-343.

Hart, B. & Risley, T. (1975). Incidental teaching of language in the preschool. Journal of Applied Behavior Analysis, 8, 411-420.

Hart, B. & Risley, T. (1980). In vivo language interventions: Unanticipated general effects. Journal of Applied Behavior Analysis, 13, 407-432.

Karlan, G. & Lloyd, L.L. (1983). Considerations in the Planning of communication intervention: selecting a lexicon. The Journal of the Association for the Severely Handicapped, 8, 13-25.

Mahoney, G. & Weller, E.L. (1980). An ecological approach to language intervention. New Directions for Exceptional Children, 2, 17-33.

Reiche, J., Williams, W. & Ryan, S. (1981). Selecting signs for the formulation of an augmentative communicative modality. The Journal of the Association for the Severely Handicapped, 6, 48-56.

Sailor, W., Guess, D., Goetz, L., Schuler, A., Utley, B., & Baldwin, M. (1980). Language and severely handicapped persons: Deciding what to teach to whom. In W. Sailor, B., Wilcox, and L. Brown (Eds.), Methods of Instruction for Severely Handicapped Students (pp.98-101). Baltimore, Maryland: Paul Brookes Publisher.

2. (Continued)

Saunders, R. & Sailor, W. (1979). A comparison of three strategies of reinforcement on two-choice learning problems with severely retarded children. *American Association for the Education of the Severely/Profoundly Handicapped*, *4*, 323-333.

Sosne, J., Handleman, J.S., & Harris, S. (1979). Teaching spontaneous-functional speech to autistic-type children. *Mental Retardation*, *17* (5), 241-244.

3. Is the word used frequently across domains?

Certo, N. & Kohl, K.L. (1984). A strategy for developing interpersonal interaction instructional content for severely handicapped students. In N. Certo, N.Haring, and R.York (Eds.), *Public School Integration of Severely Handicapped Students* (pp.238-243). Baltimore, Maryland: Paul Brooks Publisher.

Reiche, J., Williams, W. & Ryan, S. (1981). Selecting signs for the formulation of an augmentative communicative modality. *The Journal of the Association for the Severely Handicapped*, *6*, 48-56.

4. Is the word used frequently within a domain?

Guess, D., Keogn, W. & Sailor, W. (1979). Generalization of speech and language behavior - Measurement and training tactics. In R.L. Schfelbusch (Ed.), *Basis of Language Intervention* (pp. 373-395).

Harris, S. (1975). Teaching language to nonverbal children with emphasis on problems of generalization. *Psychological Bulletin*, *82*, 565-580.

Hart, B. & Risley, T. (1975). Incidental teaching of language in the preschool. *Journal of Applied Behavior Analysis*, *8*, 411-420.

Karlan, G. & Lloyd, L.L. (1983). Considerations in the planning of communication intervention: selecting a lexicon. *The Journal of the Association for the Severely Handicapped*, *8*, 13-25.

Reiche, J., Williams, W. & Ryan, S. (1981). Selecting signs for the formulation of an augmentative communicative modality. *The Journal of the Association for the Severely Handicapped*, *6*, 48-56.

5. Does the word represent a basic human need?

Bottorf, L. & DePage, D. (1982). Initiating communication systems for severely speech-impaired persons. *Topics in Language Disorders*, 55-71.

5. (Continued)

Karlan, G. & Lloyd, L.L. (1983). Considerations in the planning of communication intervention: selecting a lexicon. *The Journal of the Association for the Severely Handicapped*, *8*, 13-25.

Reiche, J., Williams, W., & Ryan, S. (1981). Selecting signs for the formulation of an augmentative communicative modality. *The Journal of the Association for the Severely Handicapped*, *6*, 48-56.

6. Does the word represent a response with stimulus-specific reinforcement?

Janssen, C. & Guess, D. (1978). Use of function as a consequence in training receptive labeling to severely and profoundly retarded individuals. American Association for the *Education of Severely, Profoundly Handicapped* Review, 246-258.

Saunders, R. & Sailor, W. (1979). A comparison of three strategies of reinforcement on two-choice learning problems with severely retarded children. American Association for the Education of the Severely, Profoundly Handicapped, 4, 323-333.

7. Can the word be used across a variety of people?

Brown, L., Falvey, M., Vincent, L., Kaye, N. Johnson, F., Ferrara-Parish, P., & Gruenewald, L. (1979). Strategies for generating comprehensive, longitudinal and chronological age-appropriate individual educational plans for young adult severely handicapped students. In L. Brown, M. Falvey, D. Baumgart, I. Pumpian, J. Schroeder, and L. Gruenewald (Eds.). *Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescent and Young Adult Severely Handicapped Students*. Vol. IX, Part I. Madison, Wisconsin: Madison Metropolitan School District.

Bottorf, L. & DePape, D. (1982). Initiating communication systems for severely speech-impaired persons. *Topics in Language Disorders*, 55-71.

Guess, D., Keogh, W. & Sailor, W. (1979). Generalization of speech and language behavior - Measurement and training tactics. In R.L. Schfelbusch (Ed.), *Basis of Language Intervention* (pp.373-395). Baltimore, Maryland: University Park Press.

Harris, S. (1975). Teacjomg language to nonverbal children - with emphasis on problems of generalization. *Psychological Bulletin*, *82*, 565-580.

7. (Continued)

Hart, B. & Risley, T. (1980). In vivo language interventions: Unanticipated general effects. Journal of Applied Behavior Analysis, 13, 407-432.

Karlan, G. & Lloyd, L. (1983). Considerations in the planning of communication intervention: selecting a lexicon. The Journal of the Association for the Severely Handicapped, 8, 13-25.

Reiche, J., Williams, W. & Ryan, S. (1981). Selecting signs for the formulation of an augmentative communicative modality. The Journal of the Association for the Severely Handicapped, 6, 48-56.

8. Does the word represent a familiar object?

Karlan, G., & Lloyd, L.L. (1983). Considerations in the planning of communication intervention: selecting a lexicon. The Journal of the Association for the Severely Handicapped, 8, 13-25.

Mahoney, G. & Weller, E.L. (1980). An ecological approach to language intervention. New Directions for Exceptional Children, 2, 17-33.

Reiche, J., Williams, W., & Ryan, S. (1981). Selecting signs for the formulation of an augmentative communicative modality. The Journal of the Association for the Severely Handicapped, 6, 48-56.

9. Is the word in the individual's receptive vocabulary?

Goetz, L., Schuler, A., & Sailor, W. (1979). Teaching functional speech to the severely handicapped: Current issues. Journal of Autism and Development Disabilities, 9, 325-343.

Lombardino, L.J., Willems, S., & MacDonald, J. (1981). Critical Considerations in Total Communication and an Environmental Intervention Model for the Developmentally Delayed. Exceptional Children, 47, 455-461.

10. Does the word contain sounds from the individual's spoken vocabulary?

Guess, D., Sailor, W., & Baer, D. (1978). Children with limited language. In R.L. Schiefelbusch (Ed.), Language Intervention Strategies (pp.110-117). Baltimore, Maryland: University Park Press.

Guess, D., Keogh, W., & Sailor, W. (1979). Generalization of speech and language behavior - Measurement and training tactics. In R.L. Schiefelbusch (Ed.), Basis of Language Intervention (pp.373-395). Baltimore, Maryland: University Park Press.

10. (Continued)

Halle, J.W. (1982). Teaching functional language to the handicapped: An integrative model of natural environment teaching techniques. *The Journal of the Association for the Severely Handicapped*, *7*, 29-37.

Sailor, W., Guess, D., Goetz, L., Schuler, A., Utley, B., & Baldwin, M. (1980). Language and severely handicapped persons: Deciding what to teach to whom. In W. Sailor, B. Wilcox and L. Brown (eds.), *Methods of Instruction for Severely Handicapped Students* (pp.98-101). Baltimore, Maryland: Paul Brookes Publisher.

Saunders, R. & Sailor, W. (1979). A comparison of three strategies of reinforcement on two-choice learning problems with severely retarded children. *American Association for the Education of the Severely/Profoundly Handicapped*, *4*, 323-333.

Sosne, J., Handleman, J.S., & Harris, S. (1979). Teaching spontaneous functional speech to autistic-type children. *Mental Retardation*, *17* (5), 241-244.

11. Is the word motorically simple?

Carlson, F. (1981). A format for selecting vocabulary for the nonspeaking child. *Language, Speech, and Hearing Services in Schools*, *12*, 240-245.

Gullo, D. & Gullo, J.C. (1984). An ecological language intervention approach with mentally retarded adolescents. *Language, Speech, and Hearing Services in Schools*, *15*,

Harris, S. (1975). Teaching language to nonverbal children with emphasis on problems of generalization. *Psychological Bulletin*, *82*, 13-25.

Reiche, J., Williams, W. & Ryan, S. (1981). Selecting signs for formulation of an augmentative communicative modality. *The Journal of the Association for the Severely Handicapped*, *6*, 48-56.

# APPENDIX D

## Transcript of a Care-giver and Teacher Interview and Sample Prioritization, Assessment, Summary, and Program Format

Interviewer(I): This is a survey to determine what communication needs exist for Clayton. We're interested in figuring out an organized method of gathering this information and studying the results for the best use of communication training time.

I'll be asking seven questions about the activities on Clayton's IEP. For three of these questions I'll be asking what Clayton communicates now and what you think he will eventually be capable of communicating. When you think an item is "critical" for Clayton to learn, let me know. By critical I mean something that is absolutely vital for him to know.

Does Clayton order food at McDonalds?

Foster Mother(FM): Oh no, I usually take in our order.

I: Is that something you'd like Clayton to do?

FM: Yes, maybe he could ask for a drink.

I: What does he do now to ask for a drink?

FM: "Drink" is pretty clear.

I: What would you like him to be able to say when he places his order?

FM: He likes Chicken McNuggets and French fries.

I: How does he say that now?

FM: He can't say chicken but he can say "Fri-Fri".

I: How would you like him to order chicken and french fries?

FM: I'd like him to say "Chicken " and he could improve "french fries".

I: Is there anything else you'd like him to be able to say when he is placing an order?

FM: Maybe "thank-you".

I: What does he say now for "Thank-you"?

FM: Sometimes he can say it and sometimes he can't. Depends on what kind of mood he is in.

I: So he is inconsistent now?

FM: Right.

I: What would you like him to be able to understand when he is placing an order?

FM: Well, I'd like him to hand over the money when the lady gives the price.

I: What does he do now when the lady gives the price?

FM: Nothing, just stands there.

I: You'd like him to give the lady his money when she gives the price?

FM: Yes, be able to take the money out and give it to her.

I: Any other items to understand while he is placing his order?

FM: To wait patiently instead of taking off.

I: What do you usually say to him to get him to do that?

FM: "Stay."

I: What does he do when you say "stay"?

FM: Sometimes he'll stay.

I: So he's inconsistent?

FM: Yes.

I: So, in the future, when he is waiting in line and gets too active, you'd like to say "stay" and have Clayton wait patiently?

FM: Yes.

I: Who does he have to communicate with when he is ordering at McDonalds?

FM: The family and the lady at the counter.

I: What do you think he likes about ordering at McDonalds?

FM: The food.

I: Is there something he dislikes about it?

FM: Standing still.

I: Are there any special objects or materials that he needs to place his order?

FM: Just his billfold with money.

I: How often will Clayton be placing an order at McDonalds?

FM: He can do it when we go, about twice a month.

I; Are there some things you'd like Clayton to say during his meal?

FM: I'd like him to say "more" instead of grabbing others food.

I: So, now he grabs food when he wants more?

FM: Yes.

I: What does Clayton need to understand while eating?

FM: I'd like him to use his napkin.

I: How would you ask him to do that?

FM: Wipe your mouth.

I: What does he do now when you say that?

FM: He'll try to wipe his mouth, but he doesn't do a very good job.

I: Who does he need to communicate with while eating?

FM: Just family members.

I: What does he like about eating at McDonalds?

FM: He loves the food except for the bread.

I: Does Clayton need any special objects or materials while eating?

FM: No, nothing special.

I: You said you eat at McDonald's twice a month?

FM: Thats right.

I: How about brushing his teeth? Is there something you'd like Clayton to say during that activity?

FM: It would be nice if he'd say "brush teeth".

I: Does he say anything like that now?

FM: He can say something like "brush" and "tee" but can't combine brush teeth.

I: Is there something that Clayton needs to understand about brushing?

FM: I have to always tell him to brush the front, but he won't do it.

I: Anything else?

FM: Yes, spitting the toothpaste. Sometimes he will and sometimes he won't.

I: When you say "spit it out," he inconsistently spits the toothpaste?

FM: Yes.

I: Who does he have to communicate with when brushing?

FM: Me.

I: How frequently does brushing occur?

FM: Daily.

I: What do you think he likes about the activity?

FM: He loves to play in the water.

I: What does he dislike about tooth brushing?

FM: He doesn't like brushing his teeth, especially when I help him.

I: What materials or objects does he need when brushing his teeth?

FM: Just toothpaste and a toothbrush.

I: The next activity is toileting. What would you like Clayton to communicate when toileting?

FM: I'd like him to tell me when he needs to go to the bathroom because sometimes he goes in there just to play.

I: What would you like him to say?

FM: Toilet.

I: How does he tell you now when he has to go to the bathroom.

FM: He just goes on his own. He sits on the toilet for a long time and I don't know if he has to go or not.

I: What does Clayton need to understand when toileting?

FM: He loves to flush the toilet repeatedly and he forgets to use toilet paper. So when I say "stop!" I'd like him to come out of the bathroom when he's flushing the toilet over and over.

I: What does he do now when you ask him to stop?

FM: He keeps right on.

I: What do you say to him when he needs to wipe?

FM: "Use toilet paper."

I: How does he respond when you say that?

FM: He doesn't do anything.

I: Who does he need to communicate with when toileting?

FM: Me and his Dad.

I: What does he like about toileting?

FM: Flushing the toilet over and over.

I: What does he dislike about toileting?

FM: He likes being in the bathroom. He doesn't like it when he has to come out.

I: Are these daily communication needs?

FM: Yes, he'll go in there three or four times after school.

I: Are there any special objects or materials Clayton uses in the bathroom?

FM: Just the toilet paper.

I: Let's talk about Clayton playing the tape recorder. What does he need to say when he wants to play a tape?

FM: He should say "Play tape."

I: What does he say now when he wants to listen to the tape recorder?

FM: He doesn't have any way of asking now.

I: What should he understand?

FM: I'd like him to start the tape player when I say "push the start button."

I: What does he do now when you say that?

FM: He just pushes any button, and not all the way down.

I: Who does he need to communicate with?

FM: Family members.

I: What does Clayton like about the activity?

FM: He likes country music. He also likes to pull the tape out of the cassette holder.

I: What does he dislike about the activity?

FM: He gets mad when you stop him from being destructive.

I: What objects does he need when playing the tape recorder?

FM: He needs the tapes and the tape recorder. Not his brothers tape recorder either. His is more beat up.

I: How frequently does Clayton play the tape recorder?

FM: It varies.

I: Does it occur weekly?

FM: No, I'd say several times a month.

I: Are any of the items you've mentioned "critical" for Clayton to learn?

FM: Not really. It's all pretty important.

I: The last part of the interview has to do with the things Clayton really likes to do.

FM: What he likes to do? Eat. He'll eat anything except bread. He'll "put it away" like he hasn't eaten in days.

I: Does he have any way of requesting food now?

FM: No. He usually takes what he wants.

I: How would you like him to ask?

FM: I'd like him to name foods. His favorites are cereal, fruit, and chips.
He does like to ride in the car.

I: How does he request a ride in the car?

FM: He just gets his shoes and moves towards the door.

I: What would you like him to say?

FM: Maybe, "Go" or "Go ride."

I: What is Clayton's reaction to a ride in the car?

FM: He's happy as long as you're moving but he gets mad if you stop too long.

I: Is there any other activity or person that is reinforcing?

FM: He likes a music box of mine. He holds it close to his ear.

I: How does he ask to hear the music box?

FM: He just gets it off the shelf.

I: What would you like him to say?

FM: "Want music".

I: Are there other things Clayton likes?

FM: I can't think of any.

I: Very good. Thank you for your help.

Name Clayton

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 4

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN community

ENVIRONMENT McDonalds

Present Location McIntire Rd.

Future Location same

| | Critical | SUBENVIRONMENT Counter<br>Activity Placing an order<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT Eating Area<br>Activity Eating<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | drink → | | P T | to ask for more food | grabs food | more |
| | P T | to order Chicken McNuggets | Ø | chicken | P T | | | |
| | P T | | fri - fri | French Fries | P T | | | |
| | P T | After he receives order | X | Thank - you | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | "Your total is ___" | Ø | Hand money to cashier | P T | wipe your mouth | poor quality | Wipe mouth w/napkin |
| | P T | "Stay" | X | Stand in line | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | family members<br>McDonalds staff → | | | | family members | |
| 4. What do you think the individual likes about the activity? | | | going to eat | | | | likes to eat | |
| 5. What do you think the individual dislikes about the activity? | | | standing still | | | | doesn't like bread | |
| 6. Objects/Materials required? | | | billfold with money | | | | food<br>napkin | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once | Once | More than Once | Once | More than Once ✓ | | Once | More than Once | Once | More than Once | Once | More than Once ✓ | |

COMMENTS

Name CLAYTON ENVIRONMENTAL COMMUNICATION SURVEY page 2 of 4

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN Domestic

ENVIRONMENT HOME / SCHOOL

Present Location Foster home

Future Location unknown

| | Critical | SUBENVIRONMENT Bathroom<br>Activity Brushing teeth<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT Bathroom<br>Activity Toileting<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | To request tooth-brush/paste | bra<br>tee | Brush teeth | P T<br>P T<br>P T<br>P T<br>P T | When he has to use the bathroom | goes in bathroom on his own | Toilet |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | Brush in front.<br>Spit it out. | Ø<br>X | Brush front teeth,<br>Spit toothpaste in sink | P T<br>P T<br>P T<br>P T<br>P T | Stop!<br>Use toilet paper. | Flushes the toilet repeatedly.<br>Ø | Stop flushing toilet.<br>Use toilet paper appropriately. |
| 3. To whom does/will the individual communicate? | | | foster mother | | | | Foster mom and dad | |
| 4. What do you think the individual likes about the activity? | | playing in water | | | | likes flushing the toilet | | |
| 5. What do you think the individual dislikes about the activity? | | physical assistance brushing his teeth | | | | doesn't like to leave the bathroom before he's ready. | | |
| 6. Objects/Materials required? | | tooth paste<br>tooth brush | | | | toilet<br>toilet paper | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| ✓ | | | | | | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| | ✓ | | | | | |

COMMENTS

10.

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 3 of 4

Code Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE RECREATION

ENVIRONMENT HOME / SCHOOL

Present Location

Future Location

|  | Critical | SUBENVIRONMENT LIVING ROOM / CLASSROOM<br>Activity Playing tape recorder<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | To request tape | Ø | Play tape. | P T |  |  |  |
|  | P T | recorder. |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
| 2. How does the individual respond to words/phrases/sentences? | P T | Push the start button. | Pushes any button, | Push correct button | P T |  |  |  |
|  | P T |  | partially. | to start tape. | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
| 3. To whom does/will the individual communicate? |  |  | Family members |  |  |  |  |  |
| 4. What do you think the individual likes about the activity? | likes country music<br>likes to unwind tape |  |  |  |  |  |  |  |
| 5. What do you think the individual dislikes about the activity? | doesn't like to be prevented from being destructive. |  |  |  |  |  |  |  |
| 6. Objects/Materials required? | His tape recorder<br>cassette tapes |  |  |  |  |  |  |  |

|  | PER DAY |  | PER WEEK |  | PER MONTH |  | SEASONAL | PER DAY |  | PER WEEK |  | PER MONTH |  | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once | Once | More than Once | Once | More than Once |  | Once | More than Once | Once | More than Once | Once | More than Once |  |
|  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |

COMMENTS

Is not permitted to play brother's tape recorder.

## REINFORCEMENT INFORMATION

Name: CLAYTON

Respondent(s): MRS.

Relationship: FOSTER MOTHER

Date:

| ITEMS WHICH ARE REINFORCING: | INDIVIDUAL'S REACTION: | WAY(S) IN WHICH REINFORCING ITEMS ARE REQUESTED: | |
|---|---|---|---|
| | | Present Performance | Target Performance |
| FOOD (ANYTHING BUT BREAD). | STUFFS IT IN HIS MOUTH | TAKES WHAT HE WANTS | CEREAL, FRUIT, CHIPS |
| GOING FOR A RIDE IN CAR. | HAPPY WHEN CAR IS MOVING | GETS SHOES, WALKS TO DOOR. | GO |
| MUSIC BOX | HOLDS IT CLOSE TO HIS EAR | GETS IT FROM THE SHELF | WANT MUSIC |

Code: ∅ = no response
circle present performance = explanation, not actual words
arrow from present to target performance = present and target performance same
X = inconsistent performance

Interviewer(I): I have the receptive and expressive communication items from the interview with Clayton's foster mother. Would you look over the survey and add other items, list the things that occur at school, or state when a word/phrase/sentence is "critical". By "critical" I mean a communication item which is absolutely vital for Clayton to know.

Teacher(T): (Looking over the survey) When Clayton is eating at McDonald's, I'd like to tell him "hands down" when he's grabbing food and have him put his hands in his lap.

I: What does he do now when you say "hands down"?

T: Sometimes he'll do it when you say "hands down". I also think he should say "Help me" when he's playing the tape recorder. He frequently has trouble pushing the button all the way down.

I: Does he ask for help now?

T: No, he just gets mad.

I: What does Clayton need to say when he's assembling telephones?

T: I'd like him to say "finished" when he's all done and "help me" would be good to say here too.

I: Can he say that now?

T: He says "Pi" and gestures when he's finished but can't say "help me".

I: What does he need to understand while working?

T: When I say "start work", I'd like him to place a row of telephones in the jig.

I: Does he do that now?

T: Inconsistently.

I: Who does he need to communicate with?

T: Myself and the aide.

I: How frequently does he assenble telephones?

T: Daily.

I: What does Clayton like about the activity?

T: He likes all kinds of edibles and he likes contact and social praise.

I: What does he dislike about the activity?

T: He doesn't like to work when I physically prompt a step in the task.

I: What objects or materials does he need to assemble telephones?

T: He needs the telephone parts on a jig.

I: Can you add anything to this list of reinforcers?

T: Yes, he likes social praise and contact. He'll take my hand and put it on his back.

I: What would you like him to say?

T: He could say "more" if he wants us to continue rubbing his back. He also likes rough play. He tease and jumps around when we play rough with him.

I: In what way could he request rough play?

T: I think he could say "play".

I: Are there other reinforcers?

T: That's all I can think of.

I: Thank you for your input.

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 4

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t
target performance = present and target performance same; X= inconsistent performance

DOMAIN community

ENVIRONMENT McDonalds

Present Location McIntire Rd.

Future Location same

| | Critical | SUBENVIRONMENT Counter<br>Activity Placing an order<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT Eating Area<br>Activity Eating<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | drink → | → | P T | | | |
| | P T | To order Chicken McNuggets | Ø | chicken | P T | To ask for more food | (grabs food) | more |
| | P T | | fri-fri | French Fries | P T | | | |
| | P T | After he receives order | X | Thank-you | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | "Your total is ___." | Ø | Hand money to cashier | P T | Wipe your mouth | (poor quality) | Wipe mouth w/nap |
| | P T | "Stay" | X | Stand in line. | P T | | | |
| | P T | "Hands down." | Continues grabbing food. | Place hands in lap. | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | family members<br>McDonalds staff → | → | | | | |
| 4. What do you think the individual likes about the activity? | | | going to eat | | | | likes to eat | |
| 5. What do you think the individual dislikes about the activity? | | | standing still | | | | doesn't like bread | |
| 6. Objects/Materials required? | | | billfold with money | | | | food<br>napkin | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | | | ✓ | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | | | ✓ | |

COMMENTS

15.

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 2 of 4

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t target performance = present and target performance same; X= inconsistent performance

DOMAIN Domestic

ENVIRONMENT Home/School

Present Location Foster home

Future Location unknown

| | Critical | SUBENVIRONMENT Bathroom<br>Activity Brushing teeth<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT Bathroom<br>Activity Toileting<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | To request tooth-brush/paste | brs<br>tee | Brush teeth | P T<br>P T<br>P T<br>P T<br>P T | When he has to use the bathroom | goes in bathroom on his own. | Toilet |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | Brush in front.<br>Spit it out. | Ø<br>X | Brush front teeth,<br>Spit toothpaste in sink | P T<br>P T<br>P T<br>P T<br>P T | Stop!<br>Use toilet paper. | Flushes the toilet repeatedly.<br>Ø | Stop flushing toilet.<br>Use toilet paper appropriately. |
| 3. To whom does/will the individual communicate? | | | foster mother | | | | Foster mom and dad | |
| 4. What do you think the individual likes about the activity? | | playing in water | | | | likes flushing the toilet | | |
| 5. What do you think the individual dislikes about the activity? | | physical assistance<br>brushing his teeth | | | | doesn't like to leave the bathroom before he's ready. | | |
| 6. Objects/Materials required? | | tooth paste<br>tooth brush | | | | toilet<br>toilet paper | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | |
| Brushing teeth | ✓ | | | | | | |
| Toileting | | ✓ | | | | | |

OMMENTS

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 3 of 4

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow fr... present to target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE- RECREATION

ENVIRONMENT HOME /SCHOOL

Present Location

Future Location

SUBENVIRONMENT LIVING ROOM / CLASSROOM

Activity Playing tape recorder

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | to request tape recorder. | Ø | Play tape |
| | P T | to request help | Ø | Help me |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Push the start button. | Pushes any button, partially. | Push correct button to start tape. |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | Family members | |
| 4. What do you think the individual likes about the activity? | likes country music<br>likes to unwind tape | | | |
| 5. What do you think the individual dislikes about the activity? | doesn't like to be prevented from being destructive. | | | |
| 6. Objects/Materials required? | His tape recorder<br>cassette tapes | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once ✓ | |

COMMENTS

Is not permitted to play brother's tape recorder.

SUBENVIRONMENT

Activity

| Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

17.

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 4 of 4

Date Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN VOCATIONAL

ENVIRONMENT SCHOOL

Present Location CLASSROOM

Future Location SHELTERED WORKSHOP

| | Critical | SUBENVIRONMENT CLASSROOM<br>Activity TELEPHONE ASSEMBLY<br>Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | When he finishes work | "Pi" (gestures)<br>Ø | Finished.<br>Help me. | P T<br>P T<br>P T<br>P T<br>P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | Start work. | X | Place a row of telephones in jig. | P T<br>P T<br>P T<br>P T<br>P T | | | |
| 3. To whom does/will the individual communicate? | | | Teacher<br>Aide | Workshop Staff | | | | |
| 4. What do you think the individual likes about the activity? | | variety of edibles<br>social praise<br>contact | | | | | | |
| 5. What do you think the individual dislikes about the activity? | | work<br>physical prompts | | | | | | |
| 6. Objects/Materials required? | | telephone parts<br>jig | | | | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | ✓ | | | | | | | | | | | | | |

COMMENTS

## REINFORCEMENT INFORMATION

Name: CLAYTON

Date:

Respondent(s): MRS.
MS.

Relationship: FOSTER MOTHER
TEACHER

| EMS WHICH ARE REINFORCING: | INDIVIDUAL'S REACTION: | WAY(S) IN WHICH REINFORCING ITEMS ARE REQUESTED: | |
|---|---|---|---|
| | | Present Performance | Target Performance |
| FOOD (ANYTHING BUT BREAD). | STUFFS IT IN HIS MOUTH | TAKES WHAT HE WANTS | CEREAL, FRUIT, CHIPS |
| GOING FOR A RIDE IN CAR. | HAPPY WHEN CAR IS MOVING | GETS SHOES, WALKS TO DOOR. | GO |
| MUSIC BOX | HOLDS IT CLOSE TO HIS EAR | GETS IT FROM THE SHELF | WANT MUSIC |
| SOCIAL PRAISE + CONTACT | PUTS TEACHER'S HAND ON HIS BACK. | Ø | MORE |
| ROUGH PLAY | TEASES AND JUMPS AROUND | Ø | PLAY |

Code: Ø = no response
circle present performance = explanation, not actual words
arrow from present to target performance = present and target performance same
X = inconsistent performance

Name CLAYTON

School Year 1984-85

EXPRESSIVE/[✓ RECEPTIVE] (circle one)

| WORD/PHRASE SENTENCE | YOUR TOTAL IS — | STAY! | HANDS DOWN | WIPE YOUR MOUTH. | BRUSH IN FRONT | SPIT IT OUT. | STOP! | USE TOILET PAPER. | PUSH THE "START" BUTTON | START WORK | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | | ✓ | | | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | | | | ✓ | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | ✓ | | | ✓ | | ✓ | | | | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ | | | | | | | | ✓ | | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | | | | ✓ | | | ✓ | | | ✓ | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | | | | | ✓ | | | ✓ | | | | | | | |
| EXPRESSIVE ONLY: 12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | | | | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 IS BLANK: 14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK: 15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | |
| OTAL | 3 | 5 | 2 | 3 | 4 | 2 | 6 | 4 | 3 | 4 | | | | | |

Name CLAYTON

School Year 1984-85

[✓ EXPRESSIVE]/RECEPTIVE (circle one)

| WORD/PHRASE SENTENCE | CHICKEN | FRENCH FRIES | THANK YOU | MORE | BRUSH TEETH | TOILET | PLAY TAPE | HELP ME | FINISHED | CEREAL | FRUIT | CHIPS | GO | WANT MUSIC | PLAY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | ✓ | ✓ |  | ✓ |  |  | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ |
| 3. Is the word/phrase/sentence used across domains? |  |  |  | ✓ |  |  |  | ✓ |  |  |  |  |  |  |  |
| 4. Is the word/phrase/sentence used frequently within a domain? |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |
| 5. Does the word/phrase/sentence represent a basic human need? | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |  |  |  |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? |  |  |  |  | ✓ | ✓ |  | ✓ | ✓ |  |  |  |  |  |  |
| 9. Is the word/phrase/sentence listed in the future environment? | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. Does the word/phrase/sentence represent a familiar object? | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  |  |  |
| EXPRESSIVE ONLY: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Is the word/phrase/sentence in the individual's receptive vocabulary? |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |
| ANSWER IF QUESTION 13 IS BLANK: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Is the word/phrase/sentence motorically simple? |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  |  |  |  |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  |
| TOTAL | 7 | 7 | 5 | 6 | 5 | 7 | 7 | 9 | 5 | 5 | 5 | 5 | 4 | 4 | 4 |

## ENVIRONMENTAL COMMUNICATION ASSESSMENT

Name CLAYTON

Date

Activity PLAYING TAPE RECORDER

Setting CLASSROOM

Trainer MS.

Duration of Observation: From 11:00 to 11:30

Communication between: Speaker 1 teacher

Speaker 2 Clayton Speaker 3

Priority Responses

Expressive:

1. PLAY TAPE.
2.

Receptive:

3. PUSH "START" BUTTON.
4.

| | | | EXPRESSIVE | | | | | | | RECEPTIVE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OPPORTUNITIES TO RESPOND | PROMPT | INDIVIDUAL'S RESPONSE | Eye Contact | Loudness | Intelligible | Rate | Fluency | Distance from Speaker/listener | Other | Eye Contact | Distance from Speaker/listener | Adequate response Time | Other | COMMENTS |
| 1. "CLAYTON, TAKE A BREAK." | VERBAL | PLUH | ✓ | | ✓ | | | | | | | | | |
| 2. "CLAYTON, TAKE A BREAK." | VERBAL | PLUH:T | ✓ | | | | | | | | | | | teacher gave tape and recorder on this approximation. |
| 3. TAPE IN RECORDER | PHYSICAL | UNABLE TO COMPLETE W/ VERBAL OR MODEL, PHYSICAL OK. | | | | | | | | ✓ | | ✓ | | |
| | | | | | | | | | | | | | | Clayton has a definite problem looking at teacher or task. |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

PRIORITIZATION SUMMARY SHEET

Name CLAYTON

Date

| IK | HIERARCHY OF EXPRESSIVE WORDS/PHRASES/SENTENCES | ACTIVITY | APPROPRIATE TRAINING LOCATIONS | APPROPRIATE TRAINING TIMES | PERSON TO WHOM COMMUNICATION IS DIRECTED | ASSESSMENT RESULTS | TYPE OF REINFORCER |
|---|---|---|---|---|---|---|---|
| 1 | HELP ME | tape recorder<br>telephone assembly | classroom | break (11:00)<br>vocational training (9-11:00) | teacher/aide | | stimulus specific |
| 2 | CHICKEN | ordering at McDonalds | McDonald's | Thursdays 12:30 | McDonalds staff | | stimulus specific |
| 2 | FRENCH FRIES | ordering at McDonalds | McDonalds | Thursdays 12:30 | McDonalds staff | | stimulus specific |
| 2 | PLAY TAPE | playing tape recorder | classroom | break (11:00) | teacher | Needs training + eye contact | stimulus specific |
| 2 | TOILET | going to the bathroom | classroom / home | break (11:00)<br>lunch (12:30) | teacher/aide | | stimulus specific |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | HIERARCHY OF RECEPTIVE WORDS/PHRASES/SENTENCES | | | | | | |
| 1 | STOP! | | | | | | social |
| 2 | STAY! | ordering at McDonalds | McDonalds | Thursdays 12:30 | teacher | | social |
| 3 | BRUSH IN FRONT | brushing teeth | classroom/ home | daily 8:30 | foster mom/teacher | | stimulus specific |
| 3 | USE TOILET PAPER | going to the bathroom | classroom | break (11:00)<br>lunch (12:30) | foster mom/teacher | | stimulus specific |
| 3 | START WORK | telephone assembly | classroom | | teacher | | stimulus specific |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

# PROGRAM FORMAT

Time of Program: Daily during break (11:00-11:15) Student: Clayton

1. Specific Program Objective: During break in the classroom break area, Clayton will make two requests regarding playing the tape recorder; "Play Tape" and "Help me" with teacher or object eye contact and respond to "Push the start button", by pushing the appropriate button in 3/3 trials for 3 consecutive weekly probes.

2. Rationale: Playing the tape recorder is one of Clayton's favorite activities and is a normalized break-time activity in many vocational settings (also appropriate in domestic and communicty activities).

3. Student Characteristics that (1) assist: Highly motivating activity. The sounds for target phrases are in Clayton's spoken repertoire. (2) hinder: Poor eye contact with people and objects, short attention span, destructive with cassette tapes if unsupervised. Clayton sometimes has trouble getting tapes in tape recorder and pushing button all the way down.

4. Baseline/Probe Procedures: During break time the tape recorder will be placed in front of Clayton: (1) wait 5 seconds for initiation of "Play tape" with eye contact. (2) For correct response record (+) and hand tape to Clayton. For incorrect response record (-) and hand tape to Clayton. (3) Wait 5 seconds for initiation of "Help me" with eye contact. (4) For correct response record (+) and assist Clayton in inserting tape into tape recorder. For incorrect record (-) and insert tape into tape recorder. (5) Say "Push start button." wait 5 seconds for intitiation of response with eyecontact with tape recorder. (6) For correct response record (+). For incorrect record (-) and push start button. (7) If Clayton independently puts tape in tape recorder (without need for "Help me") record (X). (8) Repeat sequence for 3 tapes (3 trials). (9) Probe once a week as for baseline. (10) Graph baseline/probe results as number correct per attached graph.

5. Behavior Change Procedures: During break time tape recorder will be placed in front of Clayton: (1) Use time delay on the following schedule: 0, 2, 4, 6, 8. Delay change criterion: 9 consecutive (3 days of 3 trials) correct (anticiapated or waited correct). (2) EXPRESSIVE PROMPT as follows: (a) wait specified time period then say "Say" + verbal prompt ("Help me", "Play tape") while physically directing Clayton's head towards the teacher (i.e. verbal + eye contact prompt on same delay). RECEPTIVE PROMPT as follows: (a) wait specified time period then provide physical prompt (Push start button) while physically directing Clayton's head towards the tape recorded (i.e. physical + eye contact prompt on same delay level. EXPRESSIVE & RECEPTIVE PROMPTS: (b) Record (+) anticipated response; (✓) waited correct; (/) waited error; (0) nonwaited correct. Record eye contact separately from expressive and receptive data. (3) After every correct response give tape (or help) and praise. (4) For 3 consecutive errors, go back to previous delay and continue with step (a). (5) For sequences 2 and 3 remove tape from recorder after 1-2 songs and put it away and look expectantly at Clayton. Proceed with steps 1-4 with a different tape.

6. Data Collection Method for (1) Baseline/Probes: Record (+) for correct response (with eye contact); (-) for an incorrect response; (X) for independently inserting tape (no need for "Help me."). (2) Intervention. Record (+) for anticiapted correct; (✓) for waited correct; (/) waited error; (0) nonwaited correct.

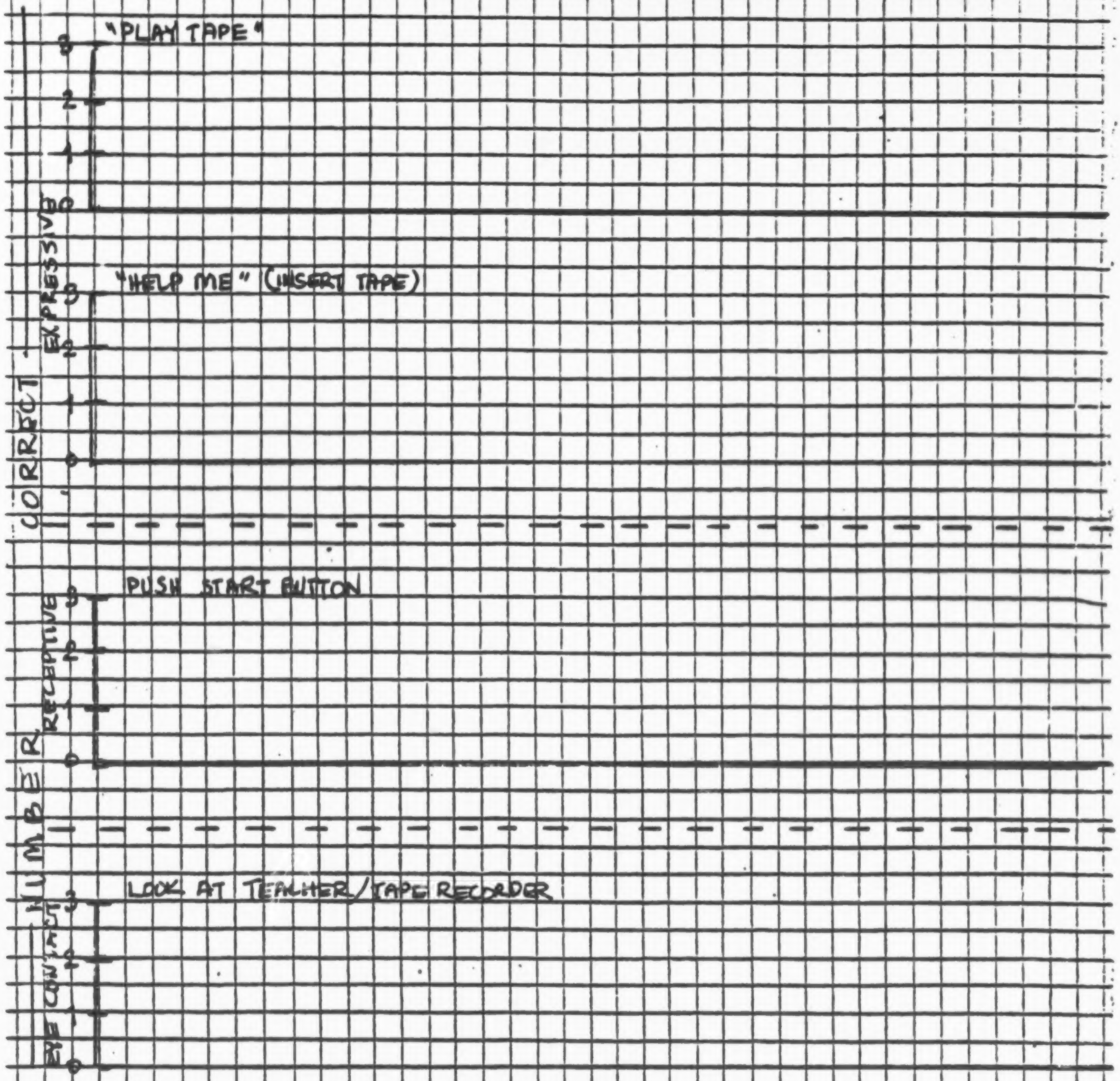
7. Reinforcement - Type and Schedule: Give tape (or help) + praise following each correct response.

8. Maintenance and Generalization Procedures: Maintain skills at criterion within the sequence with intermittent reinforcement. Generalize sequence to other settings (e.g. home or community) and use of "Help me" in other activities (see Environmental Communication Survey).

CLAYTON

## EXPRESSIVE/RECEPTIVE-TAPE RECORDER COMMUNICATION

25.



Teacher:
Student's Name: Clayton Date:
Environment: Break Area
Instructional Cue: Tape recorder in front of clayton in break area.
Pr[illegible]

26.

TASK COMPONENTS

SEQUENCE 1. "PLAY TAPE"
EYE CONTACT

"HELP ME"
EYE CONTACT

PUSH START BUTTON
EYE CONTACT

SEQUENCE 2. "PLAY TAPE"
EYE CONTACT

"HELP ME"
EYE CONTACT

PUSH START BUTTON
EYE CONTACT

TASK COMPONENTS

SEQUENCE 3. "PLAY TAPE"
EYE CONTACT

"HELP ME"
EYE CONTACT

PUSH START BUTTON
EYE CONTACT

# APPENDIX E

## Environmental Communication Surveys and Prioritizations for Six Project Participants

Name CHRISSY

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t
target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE - RECREATION

ENVIRONMENT SCHOOL

Present Location BMS

Future Location AMS

| | Critical | SUBENVIRONMENT GYM<br>Activity FITNESS EXERCISES<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT CLASSROOM<br>Activity PLAYING TAPE RECORDER<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | cries or screams | I'm tired | P T | | Get John Denver | |
| | P T | | | | P T | | " Ann Murray | |
| | P T | | | | P T | | X Find/get tape recorder | (same) |
| | P T | | | | P T | | X Play tape recorder | (same) |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | Touch toes in exercise | P T | Turn it up/down. | X | Correctly adjust vol. |
| | P T | Touch your toes | X | | P T | Turn tape over. | X | Turn tape in recorder |
| | P T | | | | P T | Turn it on/off. | X | Turn tape recorder on/off. |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | teachers | | | | parents<br>teachers | |

| | GYM – FITNESS EXERCISES | CLASSROOM – PLAYING TAPE RECORDER |
|---|---|---|
| 4. What do you think the individual likes about the activity? | likes being outside<br>counting | likes music (hammer & dulcimer)<br>likes to lay and listen |
| 5. What do you think the individual dislikes about the activity? | dislikes physical activity | frustrated w/ tapes |
| 6. Objects/Materials required? | | tape recorder<br>tapes |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | | | | ✓ | ✓ | | | | | | |

COMMENTS

Name CHRISSY

ENVIRONMENTAL COMMUNICATION SURVEY

page 2 of

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow fro present t target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT McDONALDS

Present Location Vinegar Hill

Future Location (same)

|  | Critical | SUBENVIRONMENT Ordering Counter<br>Activity placing order<br>Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T |  | (Gives paper w/order) | I want cookies | P T |  |  |  |
|  | P T |  |  | I want coke | P T |  |  |  |
|  | P T |  |  | I want hamburger | P T |  |  |  |
|  | P T | May I help you? | X | Yes/No | P T |  |  |  |
|  | P T | Anything else? | X | Yes/No | P T |  |  |  |
| 2. How does the individual respond to words/phrases/sentences? | P T |  |  |  | P T |  |  |  |
|  | P T | Your order comes to ___. | Ø | Give money | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
| 3. To whom does/will the individual communicate? |  |  | McDonalds staff |  |  |  |  |  |
| 4. What do you think the individual likes about the activity? |  | talking to counter person |  |  |  |  |  |  |
| 5. What do you think the individual dislikes about the activity? |  | manipulate money<br>carrying tray<br>waiting in line |  |  |  |  |  |  |
| 6. Objects/Materials required? |  |  |  |  |  |  |  |  |

| 7. How frequently does the activity occur? | PER DAY |  | PER WEEK |  | PER MONTH |  | SEASONAL | PER DAY |  | PER WEEK |  | PER MONTH |  | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Once | More than Once | Once ✓ | More than Once | Once | More than Once |  | Once | More than Once | Once | More than Once | Once | More than Once |  |

COMMENTS

Name CHRISSY                ENVIRONMENTAL COMMUNICATION SURVEY                page 3 of

Code ∅ = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME / SCHOOL

Present Location FATHER'S HOME / BMS.

Future Location UNKNOWN / AHS

SUBENVIRONMENT BATHROOM

Activity WASH / DRY FACE

SUBENVIRONMENT

Activity

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | X | I need paper towel | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Get rag wash face. | → | | P T | | | |
| | P T | Wash hands. | → | | P T | | | |
| | P T | Dry hands. | → | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | parents<br>teachers | | | | | |
| 4. What do you think the individual likes about the activity? | | | | | | | | |
| 5. What do you think the individual dislikes about the activity? | | | | | | | | |
| 6. Objects/Materials required? | | | paper towel | | | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | ✓ | | | | | | | | | | | | | |

COMMENTS

Name CHRISSY

ENVIRONMENTAL COMMUNICATION SURVEY

page 4 of

Date. NR = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t
target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME / SCHOOL

Present Location FATHER'S HOME / DMS

Future Location UNKNOWN / AHS

| | Critical | SUBENVIRONMENT BATHROOM<br>Activity TOILETING<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT SAME<br>Activity NOSE BLOWING<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | | X | I have to go to the bathroom. | P T<br>P T<br>P T<br>P T<br>P T | when she has to blow her nose | Piece of tissue, please | Help me blow my nose or I want to blow my nose |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | | | | P T<br>P T<br>P T<br>P T<br>P T | | | |
| 3. To whom does/will the individual communicate? | | | parents<br>school staff | | | | school staff<br>parents | |

| | | |
|---|---|---|
| 4. What do you think the individual likes about the activity? | adult attention, social praise | |
| 5. What do you think the individual dislikes about the activity? | doesn't like to have wet pants or sit on adult-sized toilet seat | |
| 6. Objects/Materials required? | adaptive seat | tissues |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | | ✓ | | | | | | | | | ✓ | | | |

COMMENTS

Name CHRISSY

ENVIRONMENTAL COMMUNICATION SURVEY

page 5 of

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME / SCHOOL

Present Location

Future Location

| | | SUBENVIRONMENT CLASS ROOM / VARIOUS AREAS OF THE HOME.<br>Activity Answering questions<br>Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | | SUBENVIRONMENT<br>Activity<br>Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | Where are you? | Repeats question | Name room of house | P T | | | |
| | P T | What are you doing? | " " | Name activity | P T | | | |
| | P T | Are you sick? | " " | yes/no | P T | | | |
| | P T | When did you ——? | " " | Day of week or reference to time | P T | | | |
| | P T | What do you want on your hot dog? | " " | Name condiments | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | teachers<br>parents | | | | | |
| 4. What do you think the individual likes about the activity? | | self stimulates on phrases, especially when it's related to something wrong. | | | | | | |
| 5. What do you think the individual dislikes about the activity? | | doesn't like to be pressured about giving information. | | | | | | |
| 6. Objects/Materials required? | | condiments, rooms, | | | | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once ✓ | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name CHRISSY ENVIRONMENTAL COMMUNICATION SURVEY page 6 of

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE - RECREATION

ENVIRONMENT BMS

Present Location ROSE HILL DR.

Future Location AHS

| | Critical | SUBENVIRONMENT CLASSROOM<br>Activity VIDEO GAMES<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | More ball | X | More ball to play video game | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher | | | | | |
| 4. What do you think the individual likes about the activity? | likes sitting in the car at the arcade | | | | | | | |
| 5. What do you think the individual dislikes about the activity? | dislikes physical contact for prompts | | | | | | | |
| 6. Objects/Materials required? | video games<br>coins | | | | | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once ✓ | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name CHRISSY ENVIRONMENTAL COMMUNICATION SURVEY page 7 of

Code. Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE-RECREATION

ENVIRONMENT HOME

Present Location

Future Location

|  | Critical | SUBENVIRONMENT YARD<br>Activity Ball bouncing to another person.<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
| 2. How does the individual respond to words/phrases/sentences? | P T | Get ball | → | Retrieves ball | P T |  |  |  |
|  | P T | Spin ball to me | → | Throws ball | P T |  |  |  |
|  | P T | Throw softer/lower. | Ø | Gently throw ball to other. | P T |  |  |  |
|  | P T | Not so hard! | Ø | " " " " | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
| 3. To whom does/will the individual communicate? |  |  | parent |  |  |  |  |  |
| 4. What do you think the individual likes about the activity? | likes to throw the ball away from the other person so they have to go after it. |  |  |  |  |  |  |  |
| 5. What do you think the individual dislikes about the activity? |  |  |  |  |  |  |  |  |
| 6. Objects/Materials required? |  |  |  |  |  |  |  |  |

| 7. How frequently does the activity occur? | PER DAY |  | PER WEEK |  | PER MONTH |  | SEASONAL | PER DAY |  | PER WEEK |  | PER MONTH |  | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Once | More than Once | Once | More than Once ✓ | Once | More than Once |  | Once | More than Once | Once | More than Once | Once | More than Once |  |

COMMENTS

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name CHRISSY
School Year 1984-85
[✓ EXPRESSIVE]/RECEPTIVE (circle one)

| WORD/PHRASE SENTENCE | PLAY TAPE RECORDER. | I NEED A PAPER TOWEL. | I HAVE TO GO TO THE BATH ROOM. | HELP ME BLOW MY NOSE | I WANT COOKIES, LIKE HAMBURGER. | THANK YOU | I'M TIRED | (Rooms of House.) | (Name activity) | YES / NO | (Name condiments) | (Name day of week/time) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | | | | | | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | | | | | ✓ | ✓ | | | ✓ | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | ✓ | | | | ✓ | ✓ | | | | ✓ | | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | ✓ | ✓ | ✓ | | ✓ | | | ✓ | | | ✓ | | | | | |
| EXPRESSIVE ONLY:<br>12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | | | ✓ | | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | ✓ | | | ✓ | | | | | | | | | | | |
| ANSWER IF QUESTION 13 IS BLANK:<br>14. Is the word/phrase/sentence motorically simple? | | ✓ | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK:<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | | |
| TOTAL | 6 | 7 | 6 | 4 | 9 | 5 | 3 | 5 | 4 | 4 | 4 | 3 | | | | |

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 10

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT BMS

Present Location ROSE HILL DR.

Future Location AHS

| | Critical | SUBENVIRONMENT KITCHEN<br>Activity MAKING JUICE<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO- |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | Ø | HELP ME | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | TEACHER<br>AIDE | | | | | |
| 4. What do you think the individual likes about the activity? | | | drinking juice | | | | | |
| 5. What do you think the individual dislikes about the activity? | | | physical prompts | | | | | |
| 6. Objects/Materials required? | | | juice, pitcher, spoon, picture recipe | | | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once ✓ | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 2 of 10

Code 0 = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT McDONALDS

Present Location DOWNTOWN

Future Location SAME

SUBENVIRONMENT COUNTER

Activity ORDERING A MEAL

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANC |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | fri-fri | Chicken, French Fric |
| | P T | | X | Thank you |
| | P T | | 0 | cookies |
| | P T | | 0 | milk |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | STAY | X | STAND IN LINE |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | Family members | McDonald s staff |
| 4. What do you think the individual likes about the activity? | going to eat | | | |
| 5. What do you think the individual dislikes about the activity? | sitting still | | | |
| 6. Objects/Materials required? | money | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once | Once | More than Once | Once ✓ | More than Once | |

SUBENVIRONMENT EATING AREA

Activity EATING MEAL

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | X | More cookies/ water |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | Hands down | X | Place hands in lap. |
| 2. How does the individual respond to words/phrases/sentences? | P T | Wait | 0 | Wait when finished eating. |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | Family members | |
| 4. What do you think the individual likes about the activity? | likes to eat | | | |
| 5. What do you think the individual dislikes about the activity? | doesn't like bread | | | |
| 6. Objects/Materials required? | food<br>napkin, straw | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once | Once | More than Once | Once ✓ | More than Once | |

COMMENTS

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 3 of 10

Code '' = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT SCHOOL

Present Location BMS

Future Location GHS

SUBENVIRONMENT BATH ROOM

Activity Brushing teeth

SUBENVIRONMENT (SAME)

Activity Toileting

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | | bra<br>tee | brush teeth | P T<br>P T<br>P T<br>P T<br>P T | | (Goes w/o asking) | Toilet |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | Brush in front.<br>Spit it out | 0<br>X | Brush front teeth<br>Spit toothpaste. | P T<br>P T<br>P T<br>P T<br>P T | Go to the bathroom. | X | Walk to the bathroom. |
| 3. To whom does/will the individual communicate? | | | E. Mom | | | | E. parents<br>teachers | |
| 4. What do you think the individual likes about the activity? | likes to play in water. | | | | likes to play in water in bathroom | | | |
| 5. What do you think the individual dislikes about the activity? | dislikes brushing front teeth | | | | sitting on toilet | | | |
| 6. Objects/Materials required? | toothpaste<br>toothbrush | | | | toilet paper<br>toilet | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | |
| Brushing teeth | | ✓ | | | | | |
| Toileting | | ✓ | | | | | |

COMMENTS

Name CLINTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 4 of 10

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT SCHOOL/HOME

Present Location BMS / F. PARENT'S HOME

Future Location AHS / UNKNOWN

SUBENVIRONMENT BATHROOM

Activity washing face and hands.

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | | Ø | Wash my face. |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | Wash your hands and face. | Ø | Wash hands and face |
| 3. To whom does/will the individual communicate? | | | F. Mom<br>teacher<br>aide | |
| 4. What do you think the individual likes about the activity? | loves splashing water | | | |
| 5. What do you think the individual dislikes about the activity? | gets mad when soap gets in his eyes. | | | |
| 6. Objects/Materials required? | Soap, water, wash cloth | | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once ✓ | Once | More than Once | Once | More than Once | |

COMMENTS

May let water get too hot. Unable to Adjust temperature.

SUBENVIRONMENT CLASSROOM / HOME HALLWAY

Activity Hanging up coat

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | When coats hang side out or difficulty hanging coat. | Ø | Help me. |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | Hang it up | → | → |
| | | Fix it | Ø | Turn coat on right side. |
| 3. To whom does/will the individual communicate? | | | F. Mom<br>teacher | |
| 4. What do you think the individual likes about the activity? | | | | |
| 5. What do you think the individual dislikes about the activity? | doesn't like hanging coat up. | | | |
| 6. Objects/Materials required? | coat<br>hook | | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once ✓ | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 5 of 10

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE - RECREATION

ENVIRONMENT SWIMMING POOL

Present Location SMITH POOL

Future Location SAME

SUBENVIRONMENT POOL AND DECK

Activity SWIMMING

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | When he needs help in pool | Ø | HELP ME |
| | P T | | Swim → | |
| | P T | When he wants teacher | Ø | Play |
| | P T | to interact w/him. | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | |
| | P T | Bob, Kick | X | Follow Bob, Kick directions |
| | P T | Come here | Ø | Move toward teacher |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher<br>aide<br>P.E. teacher | |
| 4. What do you think the individual likes about the activity? | | loves swimming in the water | | |
| 5. What do you think the individual dislikes about the activity? | | doesn't like to get out. | | |
| 6. Objects/Materials required? | | towel, swim suit | | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| | | ✓ | | | | |

7. How frequently does the activity occur?

SUBENVIRONMENT DRESSING ROOM

Activity DRESSING

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | coat | coat on |
| | P T | when pants on wrong side or | Ø | Help me. |
| | P T | help w/belt | | |
| | P T | buckle | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Put your clothes in | → | |
| | P T | the basket. | | |
| | P T | Get pants | → | |
| | P T | Put your clothes on. | Ø | Put clothes on. |
| 3. To whom does/will the individual communicate? | | | teacher<br>aide<br>PE teacher | |
| 4. What do you think the individual likes about the activity? | | getting to go somewhere | | |
| 5. What do you think the individual dislikes about the activity? | | doesn't like getting washed | | |
| 6. Objects/Materials required? | | clothing | | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| | | ✓ | | | | |

COMMENTS

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 6 of 10

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DOMAIN LEISURE- RECREATION

ENVIRONMENT PARK

Present Location PEN PARK

Future Location (SAME)

SUBENVIRONMENT FITNESS TRAIL

Activity EXERCISE

SUBENVIRONMENT

Activity

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | When he wants to rest. | Ø | TIRED | P T | | | |
| | P T | when he's ready to start | Ø | RUN | P T | | | |
| | P T | to complete exercise | Ø | HELP ME | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | STAY W/ME. | X | STAY W/ TEACHER | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | Teacher<br>Aide<br>P.E. Teacher | | | | | |
| 4. What do you think the individual likes about the activity? | | loves to run | | | | | | |
| 5. What do you think the individual dislikes about the activity? | | doesn't like to exercise | | | | | | |
| 6. Objects/Materials required? | | | | | | | | |

7. How frequently does the activity occur?

| PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ✓ | | | | | | | | | | | |

COMMENTS

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

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Code: ∅ = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN VOCATIONAL

ENVIRONMENT SCHOOL

Present Location BMS

Future Location SHELTERED WORKSHOP

| | Critical | SUBENVIRONMENT CLASSROOM<br>Activity ASSEMBLE TELEPHONES<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT (SAME)<br>Activity VENDING<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | When telephones assembled. | Pi (F sign) | Finished | P T | | (push buttons) | Want drink. |
| | P T | when difficulty | ∅ | Help me. | P T | | | |
| | P T | assembling phones | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | | P T | Get COKE. | (press any button) | Press Coke button. |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher<br>aide | workshop staff | | | F. parents<br>teacher | |
| 4. What do you think the individual likes about the activity? | | likes a variety of edible reinforcers<br>contact and social praise | | | | pushing buttons | | |
| 5. What do you think the individual dislikes about the activity? | | work<br>physical prompts | | | | frustrated when machine doesn't work. | | |
| 6. Objects/Materials required? | | telephone parts<br>jig | | | | coins | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| ✓ | | | | | | | | | ✓ | | | | |

COMMENTS

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 8 of 10

Code: NR = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT SCHOOL

Present Location Bms

Future Location AHS

SUBENVIRONMENT HALL/WALKWAY

Activity WALKING

| | Cue | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Stay w/me | X | Stay w/ adult |
| | P T | Walk slowly | X | Slow pace |
| | P T | Hands in pockets | X | Puts hands in pockets |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | parent<br>teachers | |
| 4. What do you think the individual likes about the activity? | | | | |
| 5. What do you think the individual dislikes about the activity? | | doesn't like to stop and look. | | |
| 6. Objects/Materials required? | | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once | Once ✓ | More than Once | Once | More than Once | |

COMMENTS

SUBENVIRONMENT

Activity

| | Cue | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

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DOMAIN LEISURE- RECREATION

ENVIRONMENT MT. BOWL

Present Location MILMONT ST.

Future Location (SAME)

| | Critical | SUBENVIRONMENT BOWLING ALLEY<br>Activity BOWLING<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | With shoes, ball | Ø | Help me | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher<br>aide | | | | | |
| 4. What do you think the individual likes about the activity? | | | | | | | | |
| 5. What do you think the individual dislikes about the activity? | | | carrying the ball | | | | | |
| 6. Objects/Materials required? | | | bowling ball<br>shoes | | | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | ✓ | | | | | | | | | | | |

COMMENTS

Name CLAYTON

ENVIRONMENTAL COMMUNICATION SURVEY

page 10 of 10

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DOMAIN LEISURE- RECREATION

ENVIRONMENT SCHOOL

Present Location BMS

Future Location AHS

SUBENVIRONMENT CLASSROOM

Activity playing game

SUBENVIRONMENT (SAME)

Activity play tape recorder

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | Setting up game | Ø<br>Ø | Play game<br>Help me | P T<br>P T<br>P T<br>P T<br>P T | | Ø | Help me<br>Play tape (music) |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | No, Stop | Ø | Stop destroying game | P T<br>P T<br>P T<br>P T<br>P T | No, Stop | Ø | Stop destroying tape |
| 3. To whom does/will the individual communicate? | | | F. Mom<br>Siblings<br>teacher | | | | F. Mom<br>Siblings<br>teacher | |
| 4. What do you think the individual likes about the activity? | likes to be destructive | | | | likes to be destructive | | | |
| 5. What do you think the individual dislikes about the activity? | doesn't like being prevented from destroying things | | | | doesn't like to put tape recorder away | | | |
| 6. Objects/Materials required? | Big Mouth, See-Say Games | | | | tapes, tape recorder | | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once ✓ | More than Once | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once ✓ | |

COMMENTS

## REINFORCEMENT INFORMATION

Name: Clayton H

Date: 5/30/85

Respondent(s): Mrs. P

Paula B

Relationship:

Teacher

WAY(S) IN WHICH REINFORCING ITEMS ARE REQUESTED:

| ITEMS WHICH ARE REINFORCING: | INDIVIDUAL'S REACTION: | Target Performance | Present Performance |
|---|---|---|---|
| 1. food (anything but bread) | signs or takes | (names foods) ie, cereal, | |
| | | chicken, pancakes, eggs | |
| | | requests for "more" | |
| 2. ride in car | gets shoes | go for ride | |
| 3. music box | | want music | |
| 4. alligator | | | |
| 5. social praise | puts (your) hand on him | | |
| 6. touch | puts (your) hand on him | | |
| 7. rough play | teases, jumps around | | |
| | | | |

Code: Ø = no response
circle present performance = explanation, not actual words
arrow from present to target performance = present and target performance same
X = inconsistent performance

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name CLAYTON

School Year 1984-85

[✓ EXPRESSIVE] RECEPTIVE (circle one)

| WORD/PHRASE SENTENCE | TIRED | RUN | HELP ME | BRUSH TEETH | DRINK | TOILET | WASH MY FACE. | THANK YOU | CHICKEN, FRENCH FRIES, COOKIES, DRINK |  | MORE COOKIES, WATER | PLAY | WANT DRINK | PLAY GAME | PLAY TAPE (MUSIC) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ |
| 3. Is the word/phrase/sentence used across domains? |  |  | ✓ |  | ✓ |  |  |  |  |  | ✓ |  | ✓ |  |  |
| 4. Is the word/phrase/sentence used frequently within a domain? |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Does the word/phrase/sentence represent a basic human need? | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ |  |  |  |  |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ |  |  |  |
| 9. Is the word/phrase/sentence listed in the future environment? |  |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. Does the word/phrase/sentence represent a familiar object? |  |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |
| EXPRESSIVE ONLY: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Is the word/phrase/sentence in the individual's receptive vocabulary? |  |  |  |  | ✓ |  |  | ✓ |  |  |  |  |  |  |  |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | ✓ |  |  |  | ✓ |  |  | ✓ |  |  |  |  |  |  |  |
| ANSWER IF QUESTION 13 IS BLANK: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Is the word/phrase/sentence motorically simple? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? |  |  | ✓ |  |  |  |  |  |  |  |  |  | ✓ |  | ✓ |
| TOTAL | 5 | 4 | 9 | 5 | 10 | 7 | 6 | 5 | 6 |  | 6 | 5 | 7 | 5 | 7 |

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name CLAYTON

School Year 1984-85

EXPRESSIVE/[✓ RECEPTIVE] (circle one)

| WORD/PHRAS SENTENCE | STAY WITH ME. | BRUSH IN FRONT. | SPIT IT OUT. | GO TO THE BATHROOM. | WASH YOUR HANDS/FACE | STAND IN LINE | HANDS DOWN | WAIT | NO, STOP | PUT YOUR CLOTHES ON. | FIX IT. | WALK SLOWLY | HANDS IN POCKETS | BOB, KICK | COME HERE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | ✓ | | | | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | | | | | | ✓ | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | | | | | ✓ |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | | | | | ✓ | ✓ | | | | ✓ | | | | | ✓ |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. Is the word/phrase/sentence listed in the future environment? | | | | | | | | | | ✓ | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| 11. Does the word/phrase/sentence represent a familiar object? | | | | ✓ | | | | | | ✓ | | | | | |
| **EXPRESSIVE ONLY:**<br>12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | | | | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | | | | | | | | | | | | | | |
| **ANSWER IF QUESTION 13 IS BLANK:**<br>14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | |
| **ANSWER IF QUESTION 13 AND 14 ARE BLANK:**<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | |
| TOTAL | 5 | 2 | 2 | 5 | 5 | 3 | 2 | 2 | 4 | 5 | 2 | 3 | 3 | 3 | 5 |

Name [illegible]

## ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 7

Code: 0 = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same

DOMAIN Community

ENVIRONMENT McDonald's Present Location ____ Future Location ____ SUBENVIRONMENT ¹ @ counter ² @ table

Activity 1 [illegible] a meal

| | Critical | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | [✓ P] T | What do you want? | I want a Big Mac | → |
| | P T | " " | " " French fries | → |
| | P T | Here or to go | To eat here | → |
| | P T | May I help you | Cheese burger | I want a cheeseburger |
| | P T | | | |
| 2. Receptive understanding of words/phrases/sentences. | P T | [illegible] | NA | (give correct $) |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | worker | → |
| | | | cashier | → |

4. What do you think the individual likes about the activity? going out; giving money away

5. What do you think the individual dislikes about the activity? NA

6. Objects/Materials required? money

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | [✓ Once] | More than Once | Once | More than Once | |

Activity 2 eating

| | Critical | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | | |
| | P T | | I like it | → |
| | P T | What did you do | | |
| | P T | this weekend? | NA | (small talk) |
| | P T | | | |
| 2. Receptive understanding of words/phrases/sentences. | P T | be careful | NA | ([illegible]) |
| | P T | eat it all | NA | ([illegible]) |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | | |

4. What do you think the individual likes about the activity? going out; busy, out of mall; eating

5. What do you think the individual dislikes about the activity? NA

6. Objects/Materials required? food

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | [✓ Once] | More than Once | Once | More than Once | |

COMMENTS

Name WJ

ENVIRONMENTAL COMMUNICATION SURVEY

page 2 of 7

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same

DOMAIN

ENVIRONMENT [illegible] Present Location Future Location SUBENVIRONMENT (2) alley

| | Critical | Activity bowling<br>QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | Activity<br>QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFOR |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | with me → | | P T | | | |
| | P T | | I messed up → | | P T | | | |
| | P T | | NA | It's a strike. | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. Receptive understanding of words/phrases/sentences. | P T | Be still | NA | Be still. [illegible] | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | teachers/peers → | | | | | |

4. What do you think the individual likes about the activity? likes to play

5. What do you think the individual dislikes about the activity? doesn't like to sit still

6. Objects/Materials required? bowling ball, pins alley.

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Once | More than Once | [✓ Once] | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name K.S

ENVIRONMENTAL COMMUNICATION SURVEY

page 3 of 7

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same

DOMAIN Leisure/rec.

ENVIRONMENT ________ Present Location ________ Future Location ________ SUBENVIRONMENT classroom

Activity Bingo

| | Critical | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | I win ——— | → |
| | P T | | I won (inappropriately) | → I won (appropriately) |
| | P T | (requests teacher | NA | Do you want to play? |
| | P T | not choose peers) | | |
| | P T | | | |
| 2. Receptive understanding of words/phrases/sentences. | P T | (call # [illegible]) | | |
| | P T | [illegible] | (placed chip in | place in appropriate |
| | P T | | correct [illegible]) | position |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | peers ——— | → |

Activity ________

| | Critical | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFOR |
|---|---|---|---|---|
| 1. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. | | | | |

4. What do you think the individual likes about the activity? winning

5. What do you think the individual dislikes about the activity? playing with peers

6. Objects/Materials required? adaptive Bingo board + chips

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | [✓ More than Once] | Once | More than Once | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name [illegible]

ENVIRONMENTAL COMMUNICATION SURVEY

page 4 of 7

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same

DOMAIN [illegible]

ENVIRONMENT [illegible] Present Location ______ Future Location ______ SUBENVIRONMENT Kitchen

| | Critical | Activity making [illegible] | | | Critical | Activity making eggs | | |
|---|---|---|---|---|---|---|---|---|
| | | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFORMANCE | | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFOR |
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | | I [illegible]<br>sandwich | →<br>I want to make<br>a (cheese) sandwich | P T<br>P T<br>P T<br>P T<br>P T | | NA | |
| 2. Receptive understanding of words/phrases/sentences. | P T<br>P T<br>P T<br>P T<br>P T | B[illegible]<br>the [illegible]<br>make a sandwich | [illegible]<br>NA | ([illegible])<br>(prepare sandwich) | P T<br>P T<br>P T<br>P T<br>P T | wait till the<br>skillet is hot | NA | [illegible] |
| 3. To whom does/will the individual communicate? | | | [illegible]<br>teacher | →<br>→ | | | mother | |
| 4. What do you think the individual likes about the activity? | | [illegible] eating | | | | making it herself | | |
| 5. What do you think the individual dislikes about the activity? | | [illegible] | | | | NA | | |
| 6. Objects/Materials required? | | food, utensils<br>peanut butter, knife, bread | | | | eggs, skillet, butter, utensils | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| [✓ Once] | More than Once | Once | More than Once | Once | More than Once | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | [✓ Once] | More than Once | |

COMMENTS

Name [illegible]

ENVIRONMENTAL COMMUNICATION SURVEY

page 5 of 7

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same

DOMAIN Domestic

ENVIRONMENT Home Present Location ______ Future Location ______ SUBENVIRONMENT Kitchen

Critical Activity getting a drink

| | Critical | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | | NA | | P T<br>P T<br>P T<br>P T<br>P T | | | |
| 2. Receptive understanding of words/phrases/sentences. | P T<br>P T<br>P T<br>P T<br>P T | Be careful<br>[illegible]<br>[illegible] | [illegible] | understand | P T<br>P T<br>P T<br>P T<br>P T | | | |
| 3. To whom does/will the individual communicate? | | | mother | | | | | |

Activity ______

| | |
|---|---|
| 4. What do you think the individual likes about the activity? | drinking (diet Pepsi especially) |
| 5. What do you think the individual dislikes about the activity? | NA |
| 6. Objects/Materials required? | [illegible] Pepsi, soda |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | [✓ Once] | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name [illegible]

ENVIRONMENTAL COMMUNICATION SURVEY

page 6 of 7

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same

DOMAIN Vocational

ENVIRONMENT [illegible] Present Location ______ Future Location ______ SUBENVIRONMENT assembly line

Activity telephone assembly

| | Critical | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | I'm finished | → |
| | P T | | You got any more work | → |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. Receptive understanding of words/phrases/sentences. | P T | Break time | (Stop for break) | → |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | supervisor | → |
| 4. What do you think the individual likes about the activity? | getting pay check | | | |
| 5. What do you think the individual dislikes about the activity? | not being able to talk with peers. | | | |
| 6. Objects/Materials required? | telephones/parts | | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| [✓ Once] | More than Once | Once | More than Once | Once | More than Once | |

Activity ______

| | Critical | QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFOR |
|---|---|---|---|---|
| 1. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name WT

ENVIRONMENTAL COMMUNICATION SURVEY

page 7 of 7

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same

DOMAIN Educational

ENVIRONMENT School

Present Location

Future Location

SUBENVIRONMENT classroom

| | Critical | Activity telling time<br>QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | Activity vending<br>QUALIFYING INFORMATION | PRESENT PERFORMANCE | TARGET PERFOR |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | (inappropriate) → | (appropriate) | P T | | | |
| | P T | What time is it? | | It's (3:00) o'clock | P T | Read the price | (inconsistent) | (Calculates) (35¢ [illegible]) |
| | P T | | (inappropriate) → | It's [illegible] time | P T | Count by 5 | " | 5, 10, 15 ... (count) |
| | P T | | | It's time to get up | P T | How many nickels | " | [illegible] nickels |
| | P T | | | | P T | | | |
| 2. Receptive understanding of words/phrases/sentences. | (P) T | It's not time yet | (realize it's not time) → | | P T | pull quarter a | (doesn't understand) | (follows directions [illegible]) |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | mother → | → | | | teacher → | → |
| | | | teacher, Jan... → | → | | | mother → | → |
| 4. What do you think the individual likes about the activity? | | TV time, story time<br>nothing | | | | interacting with teacher (Carolyn)<br>[illegible] | | |
| 5. What do you think the individual dislikes about the activity? | | not knowing; being corrected | | | | thinking/tracking<br>NA | | |
| 6. Objects/Materials required? | | clock | | | | vending machine & [illegible]<br>price cards | | |

7. How frequently does the activity occur?

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| telling time | [✓ Once] | More than Once | Once | More than Once | Once | More than Once | |
| vending | [✓ Once] | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

## REINFORCEMENT INFORMATION

Name: Linda J

Date: 5/6/85

Respondent(s): Mrs. J  
Carolyn B

Relationship: Mother  
Teacher

|  |  | WAY(S) IN WHICH REINFORCING ITEMS ARE REQUESTED: |  |
|---|---|---|---|
| ITEMS WHICH ARE REINFORCING: | INDIVIDUAL'S REACTION: | Present Performance | Target Performance |
| 1. hamburgers |  |  | Will you fix me a hamburger? |
| 2. going out to eat | when driving by McDonald's... | Stop! | Let's go to McDonald's. |
| 3. playing music |  | Can I play tapes? |  |
| 4. working with adults | smiles |  |  |
| 5. soda |  | You got any soda? |  |
| 6. chewing gum |  | You got any gum? |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Code: Ø = no response  
circle present performance = explanation, not actual words  
arrow from present to target performance = present and target performance same  
X = inconsistent performance

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name WANDA

School Year 1984-85

EXPRESSIVE/[✓ RECEPTIVE] (circle one)

| WORD/PHRASE SENTENCE | BE STILL | SIT STILL | BE CAREFUL | WAIT UNTIL IT'S TIME TO PAY. | IT'S NOT ENOUGH MONEY. | MAKE A SANDWICH. | WAIT UNTIL THE SKILLET IS HOT. | DO YOU WANT TO PLAY A GAME? | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | | | | | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | | | | | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | | | | | ✓ | | | | | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | ✓ | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | | | | | | ✓ | | ✓ | | | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | | | ✓ | | | | | | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| **EXPRESSIVE ONLY:**<br>12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | | | | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | | | | | | | | | | | | | | |
| **ANSWER IF QUESTION 13 IS BLANK:**<br>14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | |
| **ANSWER IF QUESTION 13 AND 14 ARE BLANK:**<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | |
| TOTAL | 4 | 4 | 3 | 3 | 4 | 6 | 2 | 4 | | | | | | | |

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name WANDA

School Year 1984-85

[✓ EXPRESSIVE]/RECEPTIVE (circle one)

| WORD/PHRAS SENTENCE | IT'S (#) O'CLOCK. | IT'S A STRIKE. | TO EAT HERE | I WON | I WANT TO MAKE (TYPE) SANDWICH. | WHAT DID YOU DO THIS WEEKEND? | I MADE A SANDWICH TODAY. | I DID IT WELL | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | | | | | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | | | | | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | | | | ✓ | | | | | | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | | | ✓ | ✓ | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | | | ✓ | | ✓ | | | | | | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | | | | | ✓ | ✓ | | | | | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | | | | | ✓ | | ✓ | | | | | | | | |
| **EXPRESSIVE ONLY:** | | | | | | | | | | | | | | | |
| 12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | ✓ | ✓ | ✓ | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| **ANSWER IF QUESTION 13 IS BLANK:** | | | | | | | | | | | | | | | |
| 14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | |
| **ANSWER IF QUESTION 13 AND 14 ARE BLANK:** | | | | | | | | | | | | | | | |
| 15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | ✓ | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | | | |

Name CHRIS

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of

Note: 0 = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME

Present Location NAT'L HOME

Future Location UNKNOWN

| | Critical | SUBENVIRONMENT LIVING ROOM<br>Activity ANSWERING THE TELEPHONE<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | When phone rings<br><br><br>Is your mom/dad there? | (doesn't answer phone) <br><br><br>0 | Hello ___. Just a minute. I'll call him/her.<br><br>yes/no | P T<br>P T<br>P T<br>P T<br>P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | | | | P T<br>P T<br>P T<br>P T<br>P T | | | |
| 3. To whom does/will the individual communicate? | | | other person on phone | | | | | |
| 4. What do you think the individual likes about the activity? | | likes to talk on phone. | | | | | | |
| 5. What do you think the individual dislikes about the activity? | | dislikes going after person requested. | | | | | | |
| 6. Objects/Materials required? | | telephone | | | | | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| ✓ | | | | | | | | | | | | | |

COMMENTS

Name CHRIS

ENVIRONMENTAL COMMUNICATION SURVEY

page 2 of

Code Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT PV HOUSE

Present Location PARK ST.

Future Location NAT'L OR FUTURE HOME

SUBENVIRONMENT .KITCHEN

Activity MAKING A SANDWICH

SUBENVIRONMENT

Activity

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | Ø | I want a (type) sandwich. | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Make a sandwich | X | Initiate sandwich-making. | P T | | | |
| | P T | | | | P T | | | |
| | P T | It's behind you | Ø | To locate items in kitchen. | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | school staff<br>parents | | | | | |

| | | |
|---|---|---|
| 4. What do you think the individual likes about the activity? | eating sandwich | |
| 5. What do you think the individual dislikes about the activity? | doesn't like to get corrected or do things differently. | |
| 6. Objects/Materials required? | food utensils | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | ✓ | | | | | | | | | | | | | |

COMMENTS

Name CHRIS

ENVIRONMENTAL COMMUNICATION SURVEY

page 3 of

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN VOCATIONAL

ENVIRONMENT WORKSHOP V

Present Location DOWNTOWN

Future Location (SAME)

SUBENVIRONMENT ASSEMBLY LINE

Activity TELEPHONE ASSEMBLY

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | Good Morning → | |
| | P T | To request parts | X | Please may I have<br>Speakers/Receivers |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Go to work. → | → | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher<br>Workshop staff | |
| 4. What do you think the individual likes about the activity? | enjoys making telephones | | | |
| 5. What do you think the individual dislikes about the activity? | dislikes down time. | | | |
| 6. Objects/Materials required? | telephone parts<br>jigs | | | |

| 7. How frequently does the activity occur? | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL |
|---|---|---|---|---|---|---|---|
| | ✓ | | | | | | |

SUBENVIRONMENT BREAK ROOM

Activity TAKING A BREAK

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. | P T | | Please may I have missing nuts? | → |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. | | | Workshop staff | |
| 4. | having fun with co-workers | | | |
| 5. | disappointed when they're out of snacks. | | | |
| 6. | | | | |

| 7. | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL |
|---|---|---|---|---|---|---|---|
| | ✓ | | | | | | |

COMMENTS

Name CHRIS

ENVIRONMENTAL COMMUNICATION SURVEY

page 4 of

Code: ∅ = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE- RECREATION

ENVIRONMENT SCHOOL

Present Location AHS

Future Location FUTURE HOME UNKNOWN

| | Critical | SUBENVIRONMENT CLASSROOM<br>Activity Playing Bingo.<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | ∅ | I want to play | P T | | | |
| | P T | | ∅ | I won. | P T | | | |
| | P T | Do you want to play? | ∅ | I want to play | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Clear the board | ∅ | Take markers off card | P T | | | |
| | P T | Start again. | | " " " " | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher<br>peers | | | | | |
| 4. What do you think the individual likes about the activity? | | | winning | | | | | |
| 5. What do you think the individual dislikes about the activity? | | | doesn't like to play too long. | | | | | |
| 6. Objects/Materials required? | | | adaptive board and chips | | | | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | ✓ | | | | | | | | | | |

COMMENTS

Name CHRIS

ENVIRONMENTAL COMMUNICATION SURVEY

page 5 of

Code: NR = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t
target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT ICE CREAM STORE

Present Location

Future Location

SUBENVIRONMENT COUNTER

Activity ORDERING AN ICE CREAM CONE

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | What kind of ice cream cone? | needs prompts | Please may I have a pineapple ice cream cone. |
| | P T | | | |
| | P T | One or two dips? | | → Two. |
| | P T | What type of cone? | | → Sugar. |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | ice cream person | |
| 4. What do you think the individual likes about the activity? | | | likes to eat it. | |
| 5. What do you think the individual dislikes about the activity? | | | doesn't get to go often enough | |
| 6. Objects/Materials required? | | | money, billfold<br>ice cream | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once | Once | More than Once | Once | More than Once | ✓ |

COMMENTS

SUBENVIRONMENT

Activity

| Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO. |
|---|---|---|---|
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |
| P T | | | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

Name CHRIS

ENVIRONMENTAL COMMUNICATION SURVEY

page 6 of

Code: ∅ = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same: X= inconsistent performance

DOMAIN LEISURE- RECREATION

ENVIRONMENT BOWLING ALLEY

Present Location MILMONT ST.

Future Location SAME

SUBENVIRONMENT ALLEY

Activity BOWLING

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | What size ? | X | Size 6 shoes |
| | P T | Natural occasions | X | I got a strike |
| | P T | " " | X | I got a spare |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | bowling alley attendant<br>school staff | |

SUBENVIRONMENT

Activity

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. | | | | |

4. What do you think the individual likes about the activity? likes knocking down pins.

5. What do you think the individual dislikes about the activity? dislikes waiting for turn

6. Objects/Materials required? ball and shoes pins

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | [✓ Once] | More than Once | Once | More than Once | |

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name CHRIS

ENVIRONMENTAL COMMUNICATION SURVEY

page 7 of

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow fr. present t target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE- RECREATION

ENVIRONMENT SWIMMING POOL

Present Location SMITH

Future Location SAME

SUBENVIRONMENT POOL and DECK

Activity SWIMMING

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | Wait in pool. | Please may I can help you! | Will you please help me! |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | |
| | P T | Swim on your back | → | → |
| | P T | Leave the pool | → | → |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | School staff<br>pool staff | |
| 4. What do you think the individual likes about the activity? | likes floating on back and pulling head under. | | | |
| 5. What do you think the individual dislikes about the activity? | dislikes floating on stomach. | | | |
| 6. Objects/Materials required? | | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once ✓ | More than Once | Once | More than Once | |

SUBENVIRONMENT

Activity

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

## REINFORCEMENT INFORMATION

Name: Chris R

Date: 5/6/85

Respondent(s): Mr. and Mrs. R
Carolyn B

Relationship: Parents
Teacher

| | | | |
|---|---|---|---|
| | | WAY(S) IN WHICH REINFORCING ITEMS ARE REQUESTED: | |
| ITEMS WHICH ARE REINFORCING: | INDIVIDUAL'S REACTION: | Present Performance | Target Performance |
| 1. going to the junk yard | | May I go to the junk yard? | |
| | | Can I have another rack? | |
| 2. going to Blue Ridge Mts. | goes exploring by car | May I can go please to Blue | May I go to Blue Ridge |
| | | Ridge Mountains? | Mountains? |
| 3. eating beets | | May I can go shopping? | May I go shopping? |
| 4. being with Michelle | | I want to see Michelle. | |
| | | When am I going to see | |
| | | Michelle? | |
| 5. eating food | | I want chips. | |
| 6. working with hands | tears things apart | I want to ___. | |

Code: Ø = no response
circle present performance = explanation, not actual words
arrow from present to target performance = present and
target performance same
X = inconsistent performance

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name CHRIS

School Year 1984-85

[✓ EXPRESSIVE]/RECEPTIVE (circle one)

| WORD/PHRASE/ SENTENCE | Please may I have a pine-apple ice cream cone. | I got a strike. I got a spare. | Wait, wait a minute. I'll call him/her. | Will you please help me. | I'm finished. | Please may I have (parts). | I want to play. | I won. | I want size 8 shoes. | I want a (type) sandwich. | Yes/No |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | | | | ✓ | | ✓ | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | | | ✓ | | | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | | | | | | ✓ | ✓ |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | ✓ | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. Is the word/phrase/sentence listed in the future environment? | | | ✓ | ✓ | | | ✓ | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. Does the word/phrase/sentence represent a familiar object? | ✓ | | | | | ✓ | ✓ | | ✓ | ✓ | |
| EXPRESSIVE ONLY: 12. Is the word/phrase/sentence in the individual's receptive vocabulary? | ✓ | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ANSWER IF QUESTION 13 IS BLANK: 14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK: 15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | |
| TOTAL | 5 | 4 | 6 | 9 | 4 | 8 | 7 | 4 | 7 | 8 | 5 |

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name CHRIS

School Year 1984-85

EXPRESSIVE/[✓ RECEPTIVE] (circle one)

| WORD/PHRASE/ SENTENCE | Is your Mom/Dad there? | It's behind you. | Clear the board. | Start again | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | | | | | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | ✓ | | | | | | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | | | | | | | | | | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | ✓ | | | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | | | | | | | | | | | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | | | | | | | | | | | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | | | | | | | | | | | | | | | |
| EXPRESSIVE ONLY:<br>12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | ✓ | | | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 IS BLANK:<br>14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK:<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | |
| TOTAL | 4 | 4 | 4 | 3 | | | | | | | | | | | |

## EDDIE'S DAILY SCHEDULE

6:45 Arises

Bathroom

Dressed (Asks for garments

7:10 Breakfast

7:30 Bathroom

Coat/Hat on, wait for bus

Listen to music

7:50 Bus Arrives

Walk to bus

8:30 - 2:45 School

3:20 Arrive home

Bathroom

Bathe

Dresses

Listen to music/Puzzles

4:00 Sesame Street on TV

5:00 Help with dinner or Mister Rogers

5:30 Bathroom

Supper

6:30 Bathroom

7:00 Get ready for bed

Name EDDIE

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 7

Code NR = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME

Present Location NATURAL HOME

Future Location UNKNOWN

|  | Critical | SUBENVIRONMENT BEDROOM<br>Activity WAKING UP<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | [✓ P] T | When he has to go to the bathroom. | X Pee-pee Poo-poo | Pee-pee Poo-poo | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
| 2. How does the individual respond to words/phrases/sentences? | P T | Stand up. | Goes limp | Stand up. | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
| 3. To whom does/will the individual communicate? |  |  | Mom & Dad |  |  |  |  |  |
| 4. What do you think the individual likes about the activity? |  | Knows he will soon be eating breakfast |  |  |  |  |  |  |
| 5. What do you think the individual dislikes about the activity? |  | doesn't like waking up. |  |  |  |  |  |  |
| 6. Objects/Materials required? |  | sits on potty seat on toilet |  |  |  |  |  |  |

| 7. How frequently does the activity occur? | PER DAY |  | PER WEEK |  | PER MONTH |  | SEASONAL | PER DAY |  | PER WEEK |  | PER MONTH |  | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Once | More than Once | Once | More than Once | Once | More than Once |  | Once | More than Once | Once | More than Once | Once | More than Once |  |
|  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |

COMMENTS

Name EDING

ENVIRONMENTAL COMMUNICATION SURVEY

page 2 of 7

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME

Present Location NAT'L HOME

Future Location UNKNOWN

| | Critical | SUBENVIRONMENT BASEMENT<br>Activity PLAYTIME<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT (SAME)<br>Activity WATCHING T.V.<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | To call brother. | DEE-DEE | TOMMY | P T | To watch T.V. | E.D. | T.V. |
| | P T | | MAMA | → | P T | To change channel | E.D. | More T.V. |
| | P T | | DADA | → | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| | P T | Don't hurt Tommy. | Pushes brother | Stop pushing brother. | P T | Sit down | X | sit down |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | Mom and Dad | | | | Mom and Dad | |

| | | |
|---|---|---|
| 4. What do you think the individual likes about the activity? | likes to shoot basketball. | likes sports, Walt Disney cartoons, sesame street |
| 5. What do you think the individual dislikes about the activity? | brother interrupting him | news |
| 6. Objects/Materials required? | puzzles, books, tapes, Memory Game, Family members. | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | | ✓ | | | | | | | ✓ | | | | | |

COMMENTS

Name EDDIE

ENVIRONMENTAL COMMUNICATION SURVEY

page 3 of 7

Code Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME

Present Location NAT'L HOME

Future Location UNKNOWN

| | Critical | SUBENVIRONMENT KITCHEN<br>Activity EATING SUPPER<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT (SAME)<br>Activity EATING BREAKFAST<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | All done | → | P T | | All done | → |
| | P T | | "M" | More | P T | | "M" | More |
| | P T | | "M" | Milk | P T | | "M" | Milk |
| | P T | | "A-SA" | Applesauce | P T | | "A-Sa" | Applesauce |
| | P T | | "M" (+ sign) | Thirsty | P T | | "M" (+ sign) | Thirsty |
| 2. How does the individual respond to words/phrases/sentences? | P T | | I want "E". | I want cookies. | P T | | | |
| | P T | EAT. | Dawdles at mealtime | Put food in mouth | P T | Eat. | Dawdles at meal time. | Put food in mouth. |
| | P T | Speed-up | Ø | Eat more quickly | P T | Speed-up | Ø | Eat quickly. |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | Mom & Dad | | | | Mom & Dad | |

| | | |
|---|---|---|
| 4. What do you think the individual likes about the activity? | likes to eat favorites | likes to eat favorites |
| 5. What do you think the individual dislikes about the activity? | meat and vegetables | doesn't like to go fast. |
| 6. Objects/Materials required? | booster chair<br>favorite foods | booster chair<br>breakfast foods |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| ✓ | | | | | | | ✓ | | | | | | |

COMMENTS

Name EDDIE

ENVIRONMENTAL COMMUNICATION SURVEY

page 4 of 7

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same: X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME

Present Location NAT'L HOME

Future Location UNKNOWN

| | SUBENVIRONMENT BEDROOM<br>Activity Going to bed | | | | SUBENVIRONMENT BATHROOM<br>Activity Toothbrushing | | | |
|---|---|---|---|---|---|---|---|---|
| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
| 1. What does/will the individual say? | P T<br>P T<br>P T<br>P T<br>P T | When he wakes up<br>crying. | Ø<br>X | COLD / HOT<br>PEE-PEE / POO-POO | P T<br>P T<br>P T<br>P T<br>P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T<br>P T<br>P T<br>P T<br>P T | | | | P T<br>P T<br>P T<br>P T<br>P T | Open up<br>Hold still | Ø<br>Ø | Open mouth.<br>Stand w/o wiggling. |
| 3. To whom does/will the individual communicate? | | | Mom & Dad | | | | | |
| 4. What do you think the individual likes about the activity? | likes to go to bed when he's tired. | | | | | | | |
| 5. What do you think the individual dislikes about the activity? | | | | | doesn't like toothbrush in his mouth. | | | |
| 6. Objects/Materials required? | | | | | toothbrush<br>toothpaste | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | |
| | ✓ | | | | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | |
| | | ✓ | | | | | |

COMMENTS

Name EDDIE page 5 of 7

## ENVIRONMENTAL COMMUNICATION SURVEY

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME

Present Location NAT'L HOME

Future Location UNKNOWN

| | Critical | SUBENVIRONMENT BATHROOM<br>Activity BATHE<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT (SAME)<br>Activity DRESS<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | When water is too hot or cold | Ø (whines) | Hot/cold | P T | | ants | pants |
| | P T | | | | P T | | ocks | socks |
| | P T | When shampoo is in eyes | Ø (crys) | Hurt/ouch | P T | | Ø | shoes |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| | P T | Stand up. | Goes limp | Stand up | P T | Stand up. | Goes limp | Stand up. |
| | P T | | | | P T | lie down. | Ø | Lie down. |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | Mom | | | | Mom & Dad | |
| 4. What do you think the individual likes about the activity? | likes to play with soap | | | | likes getting his braces and shoes on, he knows he's going to be able to walk. end of dressing means breakfast. | | | |
| 5. What do you think the individual dislikes about the activity? | dislikes getting a shampoo | | | | dislikes putting robe on for warmth/ cleanliness | | | |
| 6. Objects/Materials required? | wash cloth, soap, towel, water, shampoo | | | | robe, clothes, braces | | | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once ✓ | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once ✓ | Once | More than Once | Once | More than Once | |

COMMENTS

Name EDDIE

ENVIRONMENTAL COMMUNICATION SURVEY

page 6 of 7

Code: 0 = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow fr present t target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT HOME / SCHOOL

Present Location NAT'L HOME

Future Location UNKNOWN

| | Critical | SUBENVIRONMENT LIVING ROOM<br>Activity WAITING FOR BUS<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT CLASSROOM<br>Activity EATING LUNCH<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | Hi | → | P T | Open Thermos at | "Elp me" | Help me |
| | P T | | Bye - Bye | → | P T | school | | |
| | P T | To request tape | "M" (+sign) | music | P T | | 0 | Spoon |
| | P T | | | | P T | | | |
| | P T | | | | P T | | lunch | → |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | Sit down | X | Sit down |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | Mom and Dad | | | | Teacher & Aide | |
| 4. What do you think the individual likes about the activity? | | | likes music, marching, dancing | | | | | |
| 5. What do you think the individual dislikes about the activity? | | | doesn't like to put on coat or being told he's going to school. | | | | | |
| 6. Objects/Materials required? | | | school bag<br>tapes, tape player | | | | lunch foods, Thermos, utensils | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | [✓ More than Once] | Once | More than Once | |
| | [✓ Once] | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name EDDIE

ENVIRONMENTAL COMMUNICATION SURVEY

page 7 of 7

Code: Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT SCHOOL

Present Location W. Elem.

Future Location B. M. S.

SUBENVIRONMENT CLASSROOM

Activity GO/COME FROM BUS

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | "ʌ" | coat |
| | P T | Where are we going? | "bʌ" | bus |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Walk | → | |
| | P T | Sit. | → | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher aide | |
| 4. What do you think the individual likes about the activity? | | | | |
| 5. What do you think the individual dislikes about the activity? | | | | |
| 6. Objects/Materials required? | | | bus<br>coat | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | ✓ |

COMMENTS

SUBENVIRONMENT CLASSROOM

Activity EATING SNACK

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | when he gets snack. | Ø | Thank you. |
| | P T | To request more snack. | "M" | More |
| | P T | | "M" (+ sign) | Drink/Water |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Come here | → | |
| | P T | Go to table | → | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | teacher & aide | |
| 4. What do you think the individual likes about the activity? | | | | |
| 5. What do you think the individual dislikes about the activity? | | | | |
| 6. Objects/Materials required? | | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once ✓ | More than Once | Once | More than Once | Once | More than Once | |

## REINFORCEMENT INFORMATION

Name: Addie

Date: 5/13/85

Respondent(s): Mr. and Mrs. J — Relationship: Parents

Ann H — Teacher

| ITEMS WHICH ARE REINFORCING: | INDIVIDUAL'S REACTION: | WAY(S) IN WHICH REINFORCING ITEMS ARE REQUESTED: Present Performance | Target Performance |
|---|---|---|---|
| 1. music | uses sign along with speech | "m" | |
| 2. jumping with adult holding his hands | uses sign along with speech | "j" | |
| 3. going outside | pushes door open | | |
| 4. merry-go-rounds | gets on merry-go-round | | |
| 5. social praise | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Code: Ø = no response
circle present performance = explanation, not actual words
arrow from present to target performance = present and
target performance same
X = inconsistent performance

Name EDDIE

School Year 1984 -85

[✓ EXPRESSIVE] RECEPTIVE (circle one)

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

| WORD/PHRASE SENTENCE | PEE-PEE POO-POO | TOMMY | TV MORE TV | I WANT COOKIES. | COLD/HOT | HURT/OUCH | MORE TAPE MUSIC | COAT | BUS | THANK YOU | MORE | DRINK/WA-TER | MILK | SPOON | HELP ME | PANTS SOCKS SHOES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |
| 3. Is the word/phrase/sentence used across domains? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is the word/phrase/sentence used frequently within a domain? |  |  |  |  | ✓ |  |  |  |  |  | ✓ | ✓ |  |  |  |  |
| 5. Does the word/phrase/sentence represent a basic human need? | ✓ |  |  | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ |  | ✓ | ✓ |  |  | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. Is the word/phrase/sentence listed in the future environment? |  |  | ✓ |  |  |  | ✓ |  |  | ✓ |  |  | ✓ |  | ✓ |  |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. Does the word/phrase/sentence represent a familiar object? |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |
| EXPRESSIVE ONLY: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Is the word/phrase/sentence in the individual's receptive vocabulary? | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  | ✓ |  |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? |  |  |  |  |  | ✓ | ✓ |  | ✓ |  | ✓ |  | ✓ |  | ✓ |  |
| ANSWER IF QUESTION 13 IS BLANK: 14. Is the word/phrase/sentence motorically simple? | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK: 15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TOTAL | 8 | 6 | 7 | 7 | 5 | 4 | 9 | 4 | 4 | 4 | 7 | 8 | 9 | 5 | 8 | 5 |

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name EDDIE

School Year 1984-85

EXPRESSIVE/ [✓ RECEPTIVE] (circle one)

| WORD/PHRASE SENTENCE | STAND UP | DON'T HURT TOMMY. | SIT DOWN | PUT FOOD IN MOUTH/STAND UP | OPEN UP | HOLD STILL | LIE DOWN | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | | | | | | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | ✓ | | ✓ | ✓ | | | | | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | | | | | | | | | | | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | | | | | | | | | | | | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | | | | | | | | | | | | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | | | | | | | | | | | | | | | | |
| EXPRESSIVE ONLY:<br>12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | ✓ | | | | | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 IS BLANK:<br>14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK:<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | | |
| TOTAL | 4 | 4 | 4 | 4 | 3 | 3 | 3 | | | | | | | | | |

Name ERIC

ENVIRONMENTAL COMMUNICATION SURVEY

page 1 of 7

Code. Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT SCHOOL / HOME

Present Location WOODBROOK

Future Location B MS

SUBENVIRONMENT CLASSROOM

Activity When ill.

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | What's wrong? | Fusses | Head/stomach hurts. |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | |
| 3. To whom does/will the individual communicate? | | | parents<br>teacher | |
| 4. What do you think the individual likes about the activity? | | | | |
| 5. What do you think the individual dislikes about the activity? | | | | |
| 6. Objects/Materials required? | | | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | ~~SEASONAL~~ VARIES |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | ✓ |

COMMENTS

SUBENVIRONMENT (SAME)

Activity LANGUAGE TRAINING (WHAT DO YOU WANT?)

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | What do you want? | want drink<br>want tape player<br>want milk<br>I want "sell" | I want drink.<br>I want t. player.<br>I want milk, please.<br>I want cassette |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | |
| 3. To whom does/will the individual communicate? | | | parents<br>teacher | |
| 4. What do you think the individual likes about the activity? | | likes to watch parents carry out request | | |
| 5. What do you think the individual dislikes about the activity? | | doesn't want parents to stop | | |
| 6. Objects/Materials required? | | drink, fire truck, tape player | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once ✓ | Once | More than Once | Once | More than Once | |

Name ERIC

## ENVIRONMENTAL COMMUNICATION SURVEY

page 2 of 7

Code Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present t target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT SCHOOL HOME

Present Location WOODBROOK / NAT'L HOME

Future Location BMS

SUBENVIRONMENT CLASSROOM / ROOMS OF HOME

Activity Greeting + hand shake

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | When seeing someone | X | Good Morning. |
| | P T | for first time | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | bus driver<br>parents<br>school staff | |
| 4. What do you think the individual likes about the activity? | | | | |
| 5. What do you think the individual dislikes about the activity? | unknown, but he doesn't like to greet | | | |
| 6. Objects/Materials required? | | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once | More than Once ✓ | Once | More than Once | Once | More than Once | |

SUBENVIRONMENT (SAME)

Activity wave + verbalize goodbye.

| | Critical | cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | X | Bye, Daddy. |
| | P T | When familiar | X | See you later |
| | P T | person leaves. | X | |
| | P T | | | |
| | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | When father or other | | |
| | P T | leaves. | | |
| | P T | | | |
| | P T | | | |
| | P T | | | |
| 3. To whom does/will the individual communicate? | | | Father<br>bus driver<br>school staff | |
| 4. What do you think the individual likes about the activity? | likes to hear truck back out of the driveway when father leaves. | | | |
| 5. What do you think the individual dislikes about the activity? | may cry when left behind | | | |
| 6. Objects/Materials required? | | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|
| | Once ✓ | More than Once | Once | More than Once | Once | More than Once | |

COMMENTS

Name ERIC

ENVIRONMENTAL COMMUNICATION SURVEY

page 3 of 7

Code Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN COMMUNITY

ENVIRONMENT School

Present Location W. KLEM.

Future Location BMS

|  | Critical | SUBENVIRONMENT CLASSROOM<br>Activity Standing in Standing Table.<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T |  | Ø | I want out. | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
| 2. How does the individual respond to words/phrases/sentences? | P T | Be quiet. | Ø | Stop constant inappropriate [illegible] | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
|  | P T |  |  |  | P T |  |  |  |
| 3. To whom does/will the individual communicate? |  |  | School staff<br>parents |  |  |  |  |  |
| 4. What do you think the individual likes about the activity? |  |  |  |  |  |  |  |  |
| 5. What do you think the individual dislikes about the activity? |  |  |  |  |  |  |  |  |
| 6. Objects/Materials required? |  |  |  |  |  |  |  |  |

| 7. How frequently does the activity occur? | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |

COMMENTS

Name ERIC

## ENVIRONMENTAL COMMUNICATION SURVEY

page 4 of 7

Code — = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE-RECREATION

ENVIRONMENT SCHOOL

Present Location W. ELEM

Future Location BMS

SUBENVIRONMENT CLASSROOM

Activity SCOOTER-BOARD MOBILITY

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | When sitting in scooter board | Ø<br>Ø | My hand hurt!<br>I want to get out. |
| 2. How does the individual respond to words/phrases/sentences? | P T | Use both hands<br>Push forward<br>Go to lunch room<br>Go to office | X<br>X<br>Ø<br>Ø | Place both hands on bars<br>Push bar forward.<br>Find way to l.rm./off. on scooter board |
| 3. To whom does/will the individual communicate? | | | teacher<br>P.E. teacher | |
| 4. What do you think the individual likes about the activity? | ratchet sound | | | |
| 5. What do you think the individual dislikes about the activity? | restraint of strap | | | |
| 6. Objects/Materials required? | scooter board | | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| | | ✓ | | | | |

COMMENTS

SUBENVIRONMENT CLASSROOM

Activity PLAYING RECORD PLAYER

| | Critical | Cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|
| 1. What does/will the individual say? | P T | To operate record player. | Ø | I want turn. |
| 2. How does the individual respond to words/phrases/sentences? | P T | Put needle on edge of record<br>Put the spindel in the hole | X<br>Ø | Place arm on edge of record.<br>Place spindel in hole. |
| 3. To whom does/will the individual communicate? | | | teacher<br>aide | |
| 4. What do you think the individual likes about the activity? | likes any kind of music, especially Jerry Lewis, Walt Disney sound tracks, Kenny Rogers | | | |
| 5. What do you think the individual dislikes about the activity? | | | | |
| 6. Objects/Materials required? | Record player<br>Records | | | |

7. How frequently does the activity occur?

| PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|
| Once | More than Once | Once | More than Once | Once | More than Once | |
| | | | ✓ | | | |

Name ERIC

ENVIRONMENTAL COMMUNICATION SURVEY

page 5 of 7

Date Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow fr present t target performance = present and target performance same; X= inconsistent performance

DOMAIN LEISURE-RECREATION

ENVIRONMENT SCHOOL

Present Location W. ELEM.

Future Location BMS

| | Critical | SUBENVIRONMENT CLASSROOM<br>Activity PLAYING TAPE PLAYER/RADIO<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT<br>Activity<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | Requesting tape | Lucille<br>Train tape | Can I have my tape, please? | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Turn it down. | → | | P T | | | |
| | P T | | | | P T | | | |
| | P T | Leave it on. | Ø | Leave tape playing | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 3. To whom does/will the individual communicate? | | | Family members<br>school staff | | | | | |
| 4. What do you think the individual likes about the activity? | | likes all types of music and sound effects<br>likes to operate player/radio himself. | | | | | | |
| 5. What do you think the individual dislikes about the activity? | | No assistance<br>Doesn't like certain songs | | | | | | |
| 6. Objects/Materials required? | | radio<br>tapes/tape recorder | | | | | | |

| 7. How frequently does the activity occur? | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Once | More than Once | Once | More than Once | Once | More than Once | | Once | More than Once | Once | More than Once | Once | More than Once | |
| | ✓ | | | | | | | | | | | | | |

COMMENTS

Name ERIC

ENVIRONMENTAL COMMUNICATION SURVEY

page 6 of 7

Code Ø = no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT CLASSROOM/ HOME

Present Location

Future Location

| | Critical | SUBENVIRONMENT BATHROOM<br>Activity WASH HANDS<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT (SAME)<br>Activity going to the bathroom.<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFO |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | | (Puts hand out) | Water's too cold. | P T | | Pee-pee | I want to go to the bathroom. |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | Pick up towel. | X | | P T | Sit up straight. | X | Sit up straight to prevent going to the bathroom on floor. |
| | P T | Pick up soap | → | | P T | | | |
| | P T | Put your left hand in | (Only puts right hand in) | Put both hands in water | P T | | | |
| | P T | | | | P T | | | |
| | P T | Dry your other hand. | Ø | Dry both hands. | P T | | | |
| 3. To whom does/will the individual communicate? | | | teachers<br>aide | | | | parents<br>school staff | |
| 4. What do you think the individual likes about the activity? | | | hear soap squeek<br>play in water | | | | echoes in bathroom<br>squeek of door<br>listening to other kids in bathroom. | |
| 5. What do you think the individual dislikes about the activity? | | | doesn't like length of time it takes. | | | | | |
| 6. Objects/Materials required? | | | basin of water, soap, paper towel | | | | adaptive toilet seat | |

| | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL | PER DAY | | PER WEEK | | PER MONTH | | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. How frequently does the activity occur? | Once | More than Once ✓ | Once | More than Once | Once | More than Once | | Once | More than Once ✓ | Once | More than Once | Once | More than Once | |

COMMENTS

Name ERIC

ENVIRONMENTAL COMMUNICATION SURVEY

page 7 of 7

Code 0 - no response; circle present/target performance = explanation, not actual words spoken/understood; arrow from present to target performance = present and target performance same; X= inconsistent performance

DOMAIN DOMESTIC

ENVIRONMENT SCHOOL /HOME

Present Location W. ELEM.

Future Location BMS

| | Critical | SUBENVIRONMENT CLASSROOM / LIVING ROOM<br>Activity COAT / BODY JACKET ON/OFF<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE | Critical | SUBENVIRONMENT CLASSROOM / KITCHEN<br>Activity USE NAPKIN AT MEALTIME<br>cond. under which present performance occurs | PRESENT PERFORMANCE | TARGET PERFORMANCE |
|---|---|---|---|---|---|---|---|---|
| 1. What does/will the individual say? | P T | When body jacket rubs. | 0 | Too tight | P T | Do you need a napkin? | 0 | yes/no |
| | P T | When arm is crooked. | 0 | It hurts | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| 2. How does the individual respond to words/phrases/sentences? | P T | | | | P T | | | |
| | P T | Push arm. | → | → | P T | Wipe l/r side of mouth | 0 | wipe mouth w/napkin. |
| | P T | | | | P T | | | |
| | P T | | | | P T | | | |
| | P T | | | | P T | Put napkin down | 0 | Put napkin on table. |
| 3. To whom does/will the individual communicate? | | | parents<br>school staff | | | | parents<br>school staff | |
| 4. What do you think the individual likes about the activity? | | | likes attention<br>likes wearing body jacket | | | | likes to throw napkins | |
| 5. What do you think the individual dislikes about the activity? | | | | | | | doesn't like to be interrupted | |
| 6. Objects/Materials required? | | | body jacket, coat, braces | | | | paper napkin | |

7. How frequently does the activity occur?

| PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL | PER DAY Once | PER DAY More than Once | PER WEEK Once | PER WEEK More than Once | PER MONTH Once | PER MONTH More than Once | SEASONAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ✓ | | | | | | | ✓ | | | | | |

COMMENTS

## REINFORCEMENT INFORMATION

Name: Eric H

Date: 5/ 1/85

Respondent(s): Trice L. — Relationship: Teacher

Mrs. H — Mother

| ITEMS WHICH ARE REINFORCING: | INDIVIDUAL'S REACTION: | WAY(S) IN WHICH REINFORCING ITEMS ARE REQUESTED: Present Performance | Target Performance |
|---|---|---|---|
| 1. McDonald's hamburgers | he "fusses" | | |
| 2. going to new house | | new house | |
| 3. ride in Dad's truck | "fusses" at the front door | ride in truck motor | |
| 4. game shows (ie. Name That Tune, Tic Tac Dough) | | game show | |
| 5. morning stretch exercises | | aerobics, jog in place | |
| 6. sound of antenna | | aerobics, jog in place | |
| 7. music | | Kenny Roger's "Lucille" or Train noise tape | |

Code: Ø = no response
circle present performance = explanation, not actual words
arrow from present to target performance = present and target performance same
X = inconsistent performance

Name: Eric

School Year 1984-85

EXPRESSIVE/[✓ RECEPTIVE] (circle one)

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

| WORD/PHRASE SENTENCE | What do you want? | What's wrong what hurts? | Use your left hand. | Put the shirt down | Pull your sleeve on your shoulder. | Nat'l cues for greeting/departure. | Be quiet. | Use both hands. | Push forward. | Go to l. room. Go to office. | Put needle on edge of record. | Put the spindle in the hole. | Turn it down. | Leave it on. | No! | Pick up towel. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | ✓ | | | | | | | | | | ✓ | | | | | |
| 3. Is the word/phrase/sentence used across domains? | | | ✓ | | | | | ✓ | | | | | | | ✓ | |
| 4. Is the word/phrase/sentence used frequently within a domain? | ✓ | | | | | | | | | | | | | | ✓ | |
| 5. Does the word/phrase/sentence represent a basic human need? | ✓ | ✓ | | | | | | | | | | | | | ✓ | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | ✓ | | | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 9. Is the word/phrase/sentence listed in the future environment? | | ✓ | | | | | ✓ | | | | | | | | ✓ | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. Does the word/phrase/sentence represent a familiar object? | ✓ | | | ✓ | ✓ | | | | | | | | | | | |
| EXPRESSIVE ONLY: | | | | | | | | | | | | | | | | |
| 12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | | | | | | | | | ✓ | | | | | ✓ |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 IS BLANK: | | | | | | | | | | | | | | | | |
| 14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK: | | | | | | | | | | | | | | | | |
| 15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | | |
| TOTAL | 8 | 5 | 5 | 5 | 5 | 3 | 3 | 5 | 4 | 4 | 6 | 4 | 4 | 4 | 6 | 5 |

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name Eric

School Year 1984-85

EXPRESSIVE/ [✓ RECEPTIVE] (circle one)

| WORD/PHRASE SENTENCE | Put left hand in. | Dry your other hand. | Sit up Straight. | Wipe l/r side of mouth | Put napkin down. | Do you need a napkin? | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | | | | | | | | | | | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | ✓ | | | | | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | | | | | | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | | | | | | | | | | | | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | | | | | | | | | | | | | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | ✓ | | | | ✓ | ✓ | | | | | | | | | | |
| EXPRESSIVE ONLY: | | | | | | | | | | | | | | | | |
| 12. Is the word/phrase/sentence in the individual's receptive vocabulary? | | | | | | | | | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 IS BLANK:<br>14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK:<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | | |
| TOTAL | 6 | 4 | 4 | 4 | 5 | 5 | | | | | | | | | | |

ENVIRONMENTAL COMMUNICATION PRIORITIZATION

Name Eric

School Year 1984-85

[✓ EXPRESSIVE]/RECEPTIVE (circle one)

| WORD/PHRASE SENTENCE | I want (drink, tape player, milk, cassette) | Good Morning | Bye. See you later. | I want out. | My hand hurts. | I want turn. | Can I have my tape, please? | Water's too cold. | I want to go to bathroom. | Too tight. It hurts. | Yes/No | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is the word/phrase/sentence chronologically age-appropriate? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| 2. Does the word/phrase/sentence elicit a response which is reinforcing for the individual? | ✓ | | | | | | ✓ | | ✓ | | | | | | |
| 3. Is the word/phrase/sentence used across domains? | ✓ | | | ✓ | | | | | | | | | | | |
| 4. Is the word/phrase/sentence used frequently within a domain? | | | | | | | | | | | | | | | |
| 5. Does the word/phrase/sentence represent a basic human need? | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | | |
| 6. Is the word/phrase/sentence considered "critical" by the teacher and/or parent? | | | | | | | | | | | | | | | |
| 7. Does the word/phrase/sentence represent a response with stimulus-specific reinforcement? | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| 8. Does the activity in which the word/phrase/sentence is used occur weekly or more often? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| 9. Is the word/phrase/sentence listed in the future environment? | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | | | | |
| 10. Can the word/phrase/sentence be used among a variety of people? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| 11. Does the word/phrase/sentence represent a familiar object? | ✓ | | | | | | ✓ | | | | | | | | |
| EXPRESSIVE ONLY: | | | | | | | | | | | | | | | |
| 12. Is the word/phrase/sentence in the individual's receptive vocabulary? | ✓ | ✓ | ✓ | | | | ✓ | | | | | | | | |
| 13. Does the word/phrase/sentence contain sounds from the individual's spoken vocabulary? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| ANSWER IF QUESTION 13 IS BLANK:<br>14. Is the word/phrase/sentence motorically simple? | | | | | | | | | | | | | | | |
| ANSWER IF QUESTION 13 AND 14 ARE BLANK:<br>15. Can the phrase or sentence be simplified OR can another word be substituted which contains sounds that are a part of the individual's spoken vocabulary, OR can a word containing consonants which are motorically simple be substituted for the difficult to produce word? | | | | | | | | | | | | | | | |
| TOTAL | 11 | 6 | 5 | 7 | 7 | 5 | 9 | 6 | 8 | 6 | 5 | | | | |